REPORT RESUMES

ED 013 245 SP 001 280

PROBLEMS IN JOB SATISFACTION AMONG JUNIOR HIGH SCHOOL TEACHERS.

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EDRS PRICE MF-$0.50 HC-$4.60 115P.

DESCRIPTORS- BEGINNING TEACHERS, CAREER PLANNING, QUESTIONNAIRES, *SECONDARY SCHOOL TEACHERS, STUDENT DEVELOPMENT, *TEACHER ATTITUDES, *TEACHER MOTIVATION, *TEACHER MORALE, TEACHER ROLE, TEACHING CONDITIONS,

TO IDENTIFY AND ANALYZE FACTORS RELATED TO JOB SATISFACTION AND DISSATISFACTION IN JUNIOR HIGH SCHOOL TEACHING, QUESTIONNAIRES WERE SENT TO A RANDOM SAMPLE COMPRISING APPROXIMATELY FIVE PERCENT OF THE TOTAL NEW YORK STATE JUNIOR HIGH SCHOOL TEACHING FORCE. 1,349 (4.9 PERCENT) RESPONDED. IT WAS FOUND THAT (1) MOST TEACHERS ARE NOT FULLY COMMITTED TO THEIR CAREER--ONLY 24 PERCENT SAID THEY WOULD DEFINITELY CHOOSE IT AS A CAREER IF THEY WERE STARTING ALL OVER AGAIN, AND MORE THAN HALF PLAN TO QUIT BEFORE THEIR RETIREMENT, (2) DISSATISFACTION INCREASES WITH AGE, FAMILY RESPONSIBILITY AND EXPERIENCE, (3) SENIOR HIGH SCHOOL TEACHING IS PERCEIVED AS BEING SUPERIOR ON FACTORS SUCH AS SMALLER CLASS SIZE, FEWER PROBLEM CHILDREN, LESS WEAR AND TEAR AND MORE OPPORTUNITY TO TEACH A SPECIALTY, (4) JUNIOR HIGH SCHOOL TEACHING IS JUDGED WORTHWHILE BECAUSE IT INVOLVES GREATER RESPONSIBILITY FOR AND INVOLVEMENT IN THE OVERALL DEVELOPMENT OF A PUPIL, AND (5) THERE ARE MANY SOURCES OF STRAIN AND FRUSTRATION IN JUNIOR HIGH TEACHING. THEY ARE--(A) BEGINNING TEACHERS FIND IT MORE DIFFICULT THAN THEY EXPECTED FROM THEIR TRAINING, (B) THE MORE DIFFICULT CLASSES ARE OFTEN ASSIGNED TO BEGINNING TEACHERS, (C) GUIDANCE PERSONNEL DO NOT GIVE ADEQUATE HELP TO JUNIOR HIGH SCHOOL PERSONNEL, AND (D) INADEQUATE SUPPORT IS GIVEN THE TEACHER IN DISCIPLINARY PROBLEMS. IT IS HYPOTHESIZED THAT SOLUTIONS TO JOB DISSATISFACTION WILL RELATE TO THE TEACHER'S ROLE, TEACHER CHARACTERISTICS, AND/OR WORKING CONDITIONS. (AW)

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ED013245

Problems in Job Satisfaction Among Junior High School Teachers

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PROBLEMS IN JOB SATISFACTION AMONG JUNIOR HIGH SCHOOL TEACHERS

by

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June 1963

Foreword

In recent years there have been signs of increasing professional and public interest in education for early adolescence. The study presented here is an outgrowth of a Division of Secondary Education report which underscored the educational significance of this area of concern, called attention to the difficulties schools were encountering in securing qualified teachers for the junior high school grades, and pointed up the need for research.*

The study examines key problems in junior high school teaching with particular reference to factors and conditions bearing on job satisfaction and dissatisfaction. Dr. Bienenstok, a sociologist, and Dr. Sayres, a cultural anthropologist, add a valuable social science dimension to the analysis of the junior high school teaching role and of a significant set of issues related to it. The study contributes to an understanding of the interplay of special difficulties as well as rewards which make junior high school teaching distinctively challenging to some, distinctively frustrating to others, and both to still others.

Edmund H. Crane, Director
Division of Research

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*A Report on Junior High Programs in New York State, Albany, Division of Secondary Education, State Education Department, June 1960.

Contents

Section	Page
Background and Purpose of Study	1
Organizational Setting	2
Design of Study	3
Composition of Teaching Staff in Questionnaire Sample	5
Commitment to Career	10
Teachers' Views of Junior High Teaching Compared to Senior High Teaching	16
Teachers' Views of Various Aspects of Teaching	20
Teachers' Perceptions of Pupils	25
Evaluation of Job Conditions	36
Special Sources of Strain	40
Comparison of Career-Satisfied and Career-Dissatisfied Teachers	44
Summary and Conclusions	50
Appendix	63

LIST OF TABLES

In Text

Page

Table 1. Distribution of Teachers in Questionnaire Sample by Sex, Age, and Marital Status 5

Table 2. Distribution of Men and Women Teachers in Questionnaire Sample by Type of Grade Organization 6

Table 3. Distribution of Men and Women Teachers in Questionnaire Sample by Grade Taught. 8

Table 4. Distribution of Men and Women Teachers in Questionnaire Sample by Previous Teaching Experience. 9

Table 5. Percentage Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Sex, Marital Status, Age, Number of Years of Junior High Teaching, Kind of District, Grade Organization, and Selected Subjects and Grades Taught 12

Table 6. Percentage Distribution of Responses to Question: "What are your ultimate plans?" By Sex, Marital Status, Age, Number of Years of Junior High Teaching, and Grade Organization. 14

Table 7. Percentage Distribution of Responses to Questions on Junior High Teaching in Comparison with Senior High Teaching. 17

Table 8. Percentage Distribution of Responses to Questions on Selected Aspects of Junior High Teaching, by Grade Organization, Grade Taught, and Number of Years of Junior High Teaching. 23

Table 9. Pupil Characteristics Noted by Teachers in Response to Question: "Which of the following statements would you say apply generally to the junior high school pupils you have taught?" In Order of Frequency . . . 26

Table 10. Pupil Characteristics Noted by Teachers, According to Income Level of Pupils' Families. Percentage Distribution. 28

Table 11. Pupil Characteristics Noted by Teachers, According to Teacher's Age. Percentage Distribution 29

Table 12. Pupil Characteristics Noted by Teachers, According to Kind of District (City, Suburban, Rural). Percentage Distribution. 30

LIST OF TABLES (Con'd.)

In Text — **Page**

Table 13. Pupil Characteristics Noted by Teachers, According to Grade Level. Percentage Distribution 31

Table 14. Percentage Distribution of Teacher Responses Indicating Degree of Satisfaction with Various Conditions of Work. 36

Table 15. Percentage Distribution of Teacher Responses Indicating Satisfaction or Dissatisfaction with Various Conditions of Work. By Kind of District and Grade Organization. 38

Table 16. Percentage Distribution of Teacher Ratings of Potential Sources of Stress or Strain 41

Table 17. Percentage Distribution of Teacher Ratings of Major and Moderate Sources of Stress or Strain. By Kind of District, Grade Organization, and Subject Taught. . . . 43

Table 18. Comparison of Career-Satisfied and Career-Dissatisfied Teachers in Their Views on Selected Aspects of Junior High Teaching in Relation to Senior High Teaching . . . 46

Table 19. Comparison of Career-Satisfied and Career-Dissatisfied Teachers in Their Views on Selected Working Conditions. 48

In Appendix — **Page**

Table I. Distribution of Responses to Question: "Did you originally become a junior high school teacher because you specifically wanted to teach at that level?" By Sex and Marital Status of Respondent. . 74

Table II. Distribution of Responses to Question: "Did you originally become a junior high school teacher because you specifically wanted to teach at that level?" By Age of Respondent 75

Table III. Distribution of Responses to Question: "Did you originally become a junior high school teacher because you specifically wanted to teach at that level?" By Grade Organization of School in Which Respondent Teaches. 76

LIST OF TABLES (Con'd.)

In Appendix

Page

Table IV. Distribution of Responses to Question: "Did you originally become a junior high school teacher because you specifically wanted to teach at that level?" By Kind of District in Which Respondent Teaches 77

Table V. Distribution of Responses to Question: "Did you originally become a junior high school teacher because you specifically wanted to teach at that level?" By Number of Years of Junior High Teaching by Respondent 78

Table VI. Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Sex and Marital Status of Respondent. 79

Table VII. Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Age of Respondent. 80

Table VIII. Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Grade Organization of School in Which Respondent Teaches 81

Table IX. Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Kind of District in Which Respondent Teaches. 82

Table X. Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Number of Years of Junior High Teaching by Respondent 83

Table XI. Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Subject Taught by Respondent. 84

Table XII. Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Grade Level Taught by Respondent. 85

LIST OF TABLES (Cont'd.)

In Appendix   Page

Table XIII. Distribution of Responses to Question: "What are your ultimate plans?" By Sex and Marital Status of Respondent 86

Table XIV. Distribution of Responses to Question: "What are your ultimate plans?" By Age of Respondent 87

Table XV. Distribution of Responses to Question: "What are your ultimate plans?" By Number of Years of Junior High Teaching by Respondent 88

Table XVI. Distribution of Responses to Question: "What are your ultimate plans?" By Grade Organization of School in Which Respondent Teaches 89

Table XVII. Percentage Distribution of Responses to Selected Questions on Junior High Teaching in Comparison with Senior High Teaching. By Grade Organization 90

Table XVIII. Percentage Distribution of Responses to Selected Questions on Junior High Teaching in Comparison with Senior High Teaching. By Age and Number of Years of Junior High Teaching 91

Table XIX. Percentage Distribution of Responses to Selected Questions on Junior High Teaching in Comparison with Senior High Teaching. By Previous Teaching Experience at Other Levels 92

Table XX. Pupil Characteristics Noted by Teachers, by Sex and Marital Status of Teachers. Percentage Distribution 93

Table XXI. Percentage Distribution of Responses to Question: "Which of the junior high grades do you regard as most difficult to teach?" By Grade Taught by Respondent 94

Table XXII. Percentage Distribution of Responses to Question: "Which of the junior high grades do you regard as most difficult to teach?" By Sex and Marital Status of Respondent. 94

Table XXIII. Percentage Distribution of Responses to Question: "Which of the junior high grades do you regard as most difficult to teach?" By Age of Respondent. . . 94

LIST OF TABLES (Cont'd.)

In Appendix

		Page
Table XXIV.	Percentage Distribution of Responses to Question: "Which of the Junior high grades do you regard as most difficult to teach?" By Kind of District . . .	95
Table XXV.	Percentage Distribution of Responses to Question: "Which of the junior high grades do you regard as most difficult to teach?" By Type of Grade Organization	95
Table XXVI.	Percentage Distribution of Responses to Question: "In your opinion, how serious a problem is discipline at the junior high level?" By Sex and Marital Status of Respondent	95
Table XXVII.	Percentage Distribution of Responses to Question: "What has been your own experience with discipline at the junior high level?" By Sex and Marital Status, and Age of Respondent.	96
Table XXVIII.	Percentage Distribution of Responses to Question: "What has been your own experience with discipline at the junior high level?" By Grade Organization, Grade Taught, and Kind of District	97
Table XXIX.	Distribution of Teacher Responses to Question: "Do you work after school or during vacation to supplement your income?" By Sex and Marital Status of Respondent.	98
Table XXX.	Percentage Distribution of Teacher Responses Indicating Satisfaction or Dissatisfaction with Various Conditions of Work. By Sex and Marital Status of Respondent	99
Table XXXI.	Percentage Distribution of Teacher Responses Indicating Satisfaction or Dissatisfaction with Various Conditions of Work. By Age of Respondent. .	100
Table XXXII.	Percentage Distribution of Teacher Ratings of Major and Moderate Sources of Stress or Strain. By Sex, Marital Status, Age, and Junior High Teaching Experience of Respondent	101
Table XXXIII.	Comparison of Career-Satisfied and Career-Dissatisfied Teachers in Responses to Selected Questionnaire Items.	102

Background and Purpose of Study

Two subjects very much in the news these days are teenagers and education, and when the two are put together the issues that arise can be highly explosive. "Coming of age" in American culture is a distinctively exciting and hectic process,* and there are persuasive indications that the job of educating early adolescents can be both comparably exciting and comparably hectic. Since American education is organized essentially in terms of an age-grade progression, the culturally characteristic "storm and stress" period of emerging adolescence tends to be concentrated in grades seven through nine, commonly known as the junior high grades. There is accordingly a great deal of critical interest in teachers of these grades and the problems that confront them.

The purpose of this study is to identify and analyze certain key problems in teaching at the junior high level. The study is directed primarily to those features of junior high teaching which are most closely related to job satisfaction and dissatisfaction, and which are consequently most pertinent to the task of school administrators concerned with the recruitment and maintenance of teaching staff.

There are two points of qualification to be made clear at the outset. In the first place, the relationships to be documented between certain aspects of job satisfaction or dissatisfaction and various factors or conditions are essentially those of association—a tendency for elements of the one to be found with elements of the other—and no assumption of causality is made in any given instance. While interview materials are used where possible as a basis for interpreting the operational or functional character of the relationships—how elements appear to work in combination with one another—the issues involved are too complex to warrant statements of simple cause-and-effect connections between particular variables.

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*See: Theodore Bienenstok and William C. Sayres, Contributions of Sociology and Anthropology to Education, Albany, Division of Research, State Education Department, April 1962, pp. 36-44.

In the second place, no assumption is made that features of junior high teaching which are pertinent to job satisfaction or dissatisfaction are exclusively applicable to a junior high situation. It is to be expected that what is true of junior high teaching will to some extent be true of teaching at other levels, and to a lesser extent of other professions and occupations. A guiding principle of this study is that a distinctive picture of job satisfaction and dissatisfaction among junior high teachers is to be found not in the particular pieces but rather in their overall conformation or pattern.

While administrators have been consulted in the course of the research, the primary sources of data on junior high teaching have been the teachers themselves. The premise is that, when it comes to job satisfaction, only teachers can speak for teachers.

Organizational Setting

Although the three junior high grades (7-8-9) are most commonly organized as a separate junior high school, other organizational patterns are followed by a considerable number of districts. In some instances the seventh and eighth grades are part of an elementary school, while the ninth grade is attached to a four-year high school. In smaller districts the three junior high grades may be part of a continuous kindergarten through 12th grade system or a combined junior-senior high school. Each of these grade arrangements provides a different setting for the performance of teaching roles.*

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*For the statewide distribution of teachers by type of grade organization, see p. 6.

This study accordingly does not deal solely with teachers in separate junior high schools but rather with teachers of grades 7-8-9 in the various types of grade organization found in New York State. While the collective findings reflect in large measure the experience of teachers in separate 7-9 systems, since their predominance in the State is reflected in their predominance in the study sample, attention to the experience of teachers in other systems provides a useful comparative base. Thus, factors can be identified which in their totality, as well as in varying combinations according to the type of organization, help explain job satisfaction and dissatisfaction at the junior high level.

Design of Study

The study combines a qualitative interview approach with a quantitative questionnaire approach. An initial interview series was conducted to establish the general range of problems related to job satisfaction and dissatisfaction, and to explore the major recurring types in some detail. Open-end questioning to permit maximum freedom of response was followed by directed questioning to ensure adequate coverage of leads. Individual interviews were supplemented by group interviews. In all, thirty-four persons of varied backgrounds and from schools with different types of grade organization (e.g. K-8, 7-9, 7-12, 9-12) were interviewed in the initial series.

From their responses a questionnaire was developed. The preliminary draft of the questionnaire was pretested on 46 junior high teachers (including two whose current responsibilities were in guidance). After completing the questionnaire, they were asked individually or in groups to comment critically on such aspects as the clarity and pertinence of the respective items. On the basis of their comments, a final revision of the questionnaire was prepared. A copy appears in the Appendix.

A sample of schools was drawn, designed to bring returns from approximately five percent of all teachers of junior high grades in New York State, and to be representative of the statewide distribution of junior high teachers by type of grade organization. Within each category (e.g. K-8, 7-9), schools were selected at random until the required quota was obtained, which would include the same proportion of teachers in the sample as in the State as a whole. Since a direct check on the return of individual questionnaires was precluded (in order to encourage frank responses, teachers were asked to return the completed questionnaires unsigned directly to the research offices), enough questionnaires were distributed to provide an overall five percent sample after allowance had been made for anticipated nonreturns.

The 1,349 teachers who filled out and returned questionnaires did, in fact, comprise approximately five percent (4.9 percent based on the 1959-60 estimates available) of the teachers of junior high grades in the State. Within the grade organization categories, there was a reasonably good "fit" between the actual and ideal proportions; variations were largely due to ongoing changes in school organization, as some of the schools selected moved into different categories in the course of the study. Since the sample changes were in accord with statewide trends, the actual sample proportions may well be more representative of the current State picture than were the original proportions. Nevertheless, it is not possible to evaluate precisely in what respects the sampled group of teachers differs from the total population of junior high teachers, and no claim is made that the data are representative of any population other than the teachers who responded to the questionnaire.

IBM processing facilitated the various cross-tabulations presented in the following sections. Where appropriate, the qualitative insights gained from the interviews are interwoven with the quantitative analyses based on the questionnaire responses.

Composition of Teaching Staff in Questionnaire Sample

The 1,349 teachers in the questionnaire sample are classified in Table 1 by sex, age, and marital status.

Table 1

Distribution of Teachers in Questionnaire Sample by Sex, Age, and Marital Status

Age	Men			Totals		Women			Totals	
	Single	Married	Divorced, widowed or separated	Number	Percent	Single	Married	Divorced, widowed or separated	Number	Percent
Under 30 years	89	138	1	228	34.5	124	95	1	220	32
30-40 years	36	236	1	273	41	32	68	10	110	16
41-50 years	2	72	3	77	12	30	118	12	160	23
Over 50 years	4	75	2	81	12	62	103	29	194	28
No information	1	1	0	2	0.5	3	1	0	4	1
Totals Number	132	522	7	661		251	385	52	688	
Percent	20	79	1		100	36	56	8		100

As Table 1 indicates, there are proportionately more women than men in the two older age groups. Men are not only younger on the average but more than 75 percent of them have not passed age 40, whereas more than half of the women are over 40 years old. While most of the women, like most of the men, are married, only among women is there an appreciable proportion of divorced, widowed or separated. Of the men, 20 percent are single; of the women, 36 percent. The "single, under thirty" group is the largest among the women teachers and the third largest among the men teachers. It is interesting to note in this connection that one of the reasons given in the interviews for the entrance of young women into junior high school teaching is a belief that there is a sizeable group of unattached, "eligible" young men. The figures provide some justification for this belief, especially when the "single, 30-40" group of men is also taken into consideration (in view of the age differential which is often found between spouses).

Another observation based on the interview materials is that the teacher turnover is attributed partly to the number of young women who are in the profession only temporarily and who leave after marriage. Again, the relatively large size of the "single, under thirty" group of women lends support to this observation.

Table 2 shows the distribution of men and women teachers by type of grade organization.

Table 2

Distribution of Men and Women Teachers in Questionnaire Sample by Type of Grade Organization

		Grade organization					Totals	
		K-8	7-9	7-12	9-12	K-12	Number	Percent
Men		35	409	127	42	48	661	49
Women		36	447	129	37	39	688	51
Totals	Number	71	856	256	79	87	1,349	100
	Percent	5	63	19	6	6	100*	

*Slight deviation from 100 percent in computed percentage total is due to rounding off.

The data underscore the importance of the separate junior high school in the sample, an importance reflected in the State in general. According to the 1959-60 statewide estimates, 60 percent of the junior high level teachers were employed in 7-9 systems, 16 percent in 7-12 systems, 9 percent in 9-12 systems, 8 percent in K-12 systems, and 7 percent in K-8 systems. The sample includes a comparatively balanced distribution of men and women among the different types of systems.

Of the 1,349 teachers in the sample, 714 or 53 percent teach in city systems, 442 or 33 percent teach in supervisory districts, and 193 or 14 percent teach in village or village central districts. The last two categories were further classified on a suburban-rural basis, so that later cross-tabulations could be made using a city-suburban-rural classification. The figures are: 491 teachers or 36 percent in suburban systems, and 144 teachers or 11 percent in rural systems. The predominance of teachers in city and suburban systems reflects the overall concentration of enrollments in such systems in the State.

The teachers in the sample represent a wide range of subjects taught. The distribution is as follows: 61 teachers or 5 percent, art; 2 teachers or 0.1 percent, agriculture; 176 teachers or 13 percent, social studies; 18 teachers or 1 percent, commerce; 219 teachers or 16 percent, English; 69 teachers or 5 percent, foreign language; 5 teachers or 0.4 percent, health; 80 teachers or 6 percent, home economics; 68 teachers or 5 percent, industrial arts and shop; 181 teachers or 13 percent, mathematics; 64 teachers or 5 percent, music; 59 teachers or 4 percent, physical education; 144 teachers or 11 percent, science; 8 teachers or 0.6 percent, other subjects; 174 teachers or 13 percent, more than one subject; 8 teachers or 0.6 percent, primarily guidance counselors; 13 teachers or 1 percent, no information.

The distribution of men and women teachers by grade taught is shown in Table 3.

Table 3

Distribution of Men and Women Teachers in Questionnaire Sample by Grade Taught

		Grade Taught								Totals	
		7 only	8 only	9 only	7 and 8	7 and 9	8 and 9	7,8,9	No information	Number	Percent
Men		41	38	152	127	35	96	164	8	661	49
Women		66	50	132	158	35	65	175	7	688	51
Totals	Number	107	88	284	285	70	161	339	15	1,349	100
	Percent	8	7	21	21	5	12	25	1	100	

As might be expected, the higher the grade level or levels, the higher the proportion of men teachers. This is particularly significant in terms of the interview observations that men are often regarded by school personnel as better disciplinarians than women, and that discipline problems tend to be concentrated in the first two junior high grades. Thus, where a particular need for men teachers is recognized, there tend to be fewer of them available.

Table 4 shows the distribution of men and women teachers according to their previous teaching experience at the junior high level and at other levels.

As Table 4 indicates, the largest group of women teachers has had more than 15 years experience at the junior high level, while the largest group of men teachers has had only 3-5 years experience at that level. With regard to teaching experience at other levels, the women teachers are more apt to have had experience at the elementary school level and the men teachers at the senior high level.

Table 4

Distribution of Men and Women Teachers in Questionnaire Sample by Previous Teaching Experience

		Years taught at junior high level						Previous teaching experience at elem. or senior high level					Totals	
		1-2	3-5	6-10	11-15	More than 15	No information	Elem. only	Senior high only	Elem. and senior high	Neither	No information	Number	Percent
Men		137	228	135	68	88	5	61	196	120	279	5	661	49
Women		163	149	124	57	190	5	142	188	134	215	9	688	51
Totals	Number	300	377	259	125	278	10	203	384	254	494	14	1,349	100
	Percent	22	28	19	9	21	1	15	28	19	37	1	100	

That these general characteristics of the teachers are related in important ways to certain issues and problems in junior high teaching will be shown in subsequent sections.

Commitment to Career

One index of a teacher's satisfaction with his occupation is the extent of his commitment to it. By commitment is meant one's sense of attachment and dedication to a particular kind of work as a preferred life activity. Although commitment cannot be empirically observed, it can be inferred from several types of data. In this section, commitment to junior high teaching will be considered in terms of original career choice, career evaluation in retrospect, and future career plans.

The majority of teachers in the sample did not set out specifically to teach at the junior high level. In answer to the question, "Did you originally become a junior high school teacher because you specifically wanted to teach at that level?", these responses were received: Yes, 493 teachers (37 percent); No, 833 teachers (62 percent); no information, 23 teachers (2 percent). There were no exceptions in the predominance of "no" responses when data were broken down by sex and marital status, age, grade organization, kind of district and number of years in junior high teaching.*

The findings are supported by interview materials indicating that junior high teachers commonly took jobs at that level not because it was their original or specific interest but because it was what was available at the time or place a teaching position was sought. Such expressions as these were typical: "I got into it by accident," "It just happened to be what came along," "I liked the system and that was the only opening they had."

In response to the question, "If you were starting your career all over again, would you choose junior high teaching?", 326 (24 percent) of the teachers answered "Definitely yes"; 389 (29 percent) answered "Probably yes"; 221 (16 percent) were uncertain; 256 (19 percent) replied "Probably no"; 144 (11 percent) answered "Definitely no"; and 13 (1 percent) did not reply. Thus there was no general certainty among teachers that they would choose junior high teaching if they were starting their careers again; only about one teacher out of four indicated that he would definitely do so. Nevertheless more teachers were inclined to answer yes than no, and it is instructive to turn to the cross-tabulations in order to see which teacher characteristics are associated with what kind of response to this question.*

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*See Appendix, Tables I-V

As Table 5 indicates, while there were no differences by sex, married men and women teachers were more likely to say that they would not choose junior high teaching again than single men and women teachers. Older teachers were more inclined to reply "no" than younger teachers, and teachers in city and rural schools were more likely to say "no" than teachers in suburban schools. Length of exposure to junior high teaching was not consistently related to the responses given, though teachers with the most experience were most apt to give a negative response. There were proportionately more "nos" from teachers in 9-12 and K-12 systems than from teachers in other types of systems. "Nos" were also more frequently forthcoming from teachers of academic subjects than from teachers of vocational subjects, and from teachers of grade 9 than from teachers of grades 7 or 8.

There are several implications in these findings. First, there is the rather disturbing indication that dissatisfaction with junior high teaching as a career choice tends to increase with age, family responsibility and prolonged experience.

The data also lend support to a widely held belief that suburban schools offer a more attractive occupational setting than city or rural schools.

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*See Appendix, Tables VI-XII. The more significant features of these basic cross-tabulations are summarized in Table 5.

Table 5

Percentage Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Sex, Marital Status, Age, Number of Years of Junior High Teaching, Kind of District, Grade Organization, and Selected Subjects and Grades Taught

Would choose junior high teaching again	Total sample*	Sex and marital status					
		Men	Women	Single		Married	
				Men	Women	Men	Women
Definitely or probably yes	53%	54%	54%	57%	57%	52%	51%
Definitely or probably no	30	29	30	24	25	31	33
Uncertain	16	17	16	19	18	17	16

		Age				Years of junior high teaching				
		Under 30	30-40	41-50	Over 50	1-2	3-5	6-10	11-15	Over 15
Definitely or probably yes	53%	56%	55%	53%	48%	52%	55%	55%	57%	50%
Definitely or probably no	30	26	26	32	40	27	30	28	23	38
Uncertain	16	18	19	15	12	21	15	17	20	12

		Kind of district			Grade organization				
		City	Suburban	Rural	K-8	7-9	7-12	9-12	K-12
Definitely or probably yes	53%	53%	56%	47%	61%	56%	53%	35%	40%
Definitely or probably no	30	32	25	34	22	29	27	48	43
Uncertain	16	15	19	19	17	15	20	17	17

		Subject taught						Grade taught		
		English	Foreign language	Math.	Science	Home Ec.	Indus. Arts	7 only	8 only	9 only
Definitely or probably yes	53%	49%	49%	48%	53%	70%	57%	60%	62%	43%
Definitely or probably no	30	38	36	33	32	15	25	15	24	43
Uncertain	16	13	15	19	15	15	18	25	14	14

*While the totals are based on the entire sample, the "no response" category is omitted from the subtotal calculations for purposes of simplification.

There is also an implication in the data that junior high teachers who are most concerned with the academic areas and aspects of teaching have been relatively disappointed. This finding is strengthened by interview materials which indicate that teachers of grade nine, especially in 9-12 systems, tend to identify their jobs more closely with the senior high level and to share its stronger academic orientation, but often feel frustrated because the amount of serious academic work they can expect from their students is limited by the emphasis on training for personal and social adjustment in education for early adolescence.

Another aspect of career commitment was examined through a question which asked teachers about their ultimate plans. The responses were: Plan to remain in junior high teaching until retirement, 633 teachers (47 percent); Plan to continue teaching, but preferably at another level, 319 teachers (24 percent); Plan to go into administration, 164 teachers (12 percent); Plan to take a job not connected with education, 30 teachers (2 percent); Plan to devote full time to homemaking, 74 teachers (5 percent); Other, 106 teachers (8 percent); no information, 23 teachers (2 percent).

The responses are generally in accord with the picture so far presented. Less than half of the teachers planned to remain in junior high teaching until retirement. About forty percent expected ultimately to teach at other levels or move into administration or guidance. It is interesting, however, that relatively few of the teachers planned to leave education altogether.

As Table 6* shows, a distinctly higher proportion of women than men planned to remain in junior high teaching until retirement. This was true regardless of marital status. Among men only a minority regarded junior high teaching as their lifelong occupation. Most men expressed a desire to move

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*The basic cross-tabulations summarized by Table 6 are presented in the Appendix, Tables XIII-XVI.

Table 6

Percentage Distribution of Responses to Question: "What are your ultimate plans?" By Sex, Marital Status, Age, Number of Years of Junior High Teaching, and Grade Organization

Ultimate plans	Total sample*	Sex and marital status					
		Men	Women	Single		Married	
				Men	Women	Men	Women
Remain in junior high teaching	47%	39%	56%	34%	47%	40%	59%
Teach at another level	24	29	19	40	23	27	17
Go into administration	12	22	4	16	5	23	3
Take job not in education	2	3	1	3	2	3	1
Devote full time to homemaking	5	1	11	2	11	0	12
Other	8	6	9	5	12	7	8

		Age				Years of junior high teaching				
		Under 30	30-40	41-50	Over 50	1-2	3-5	6-10	11-15	Over 15
Remain in junior high teaching	47%	24%	39%	65%	82%	25%	34%	48%	64%	83%
Teach at another level	24	32	29	17	10	34	32	21	14	8
Go into administration	12	14	21	8	2	12.5	16	19	11	3
Take job not in education	2	4	2	1	1	4	3	1	2	1
Devote full time to homemaking	5	15	2	1	1	13.5	6	4	1	1
Other	8	11	7	8	4	11	9	7	8	4

		Grade organization				
		K-8	7-9	7-12	9-12	K-12
Remain in junior high teaching	47%	46%	53%	39%	29%	39%
Teach at another level	24	24	20	30	45	33
Go into administration	12	17	13	10	12	12
Take job not in education	2	0	2	2	2.5	2
Devote full time to homemaking	5	3	5	9	2.5	2
Other	8	10	7	10	9	12

*While the totals are based on the entire sample, the "no response" category is omitted from the subtotal calculations for purposes of simplification.

away from their present job. Men more often than women wanted to teach at a different level or move on to administrative positions. As might be expected, plans to enter administration were indicated mainly by men not past forty and plans to devote full time to homemaking by women under thirty.

There is clear evidence in Table 6 that the disposition to remain in junior high teaching (as contrasted with satisfaction with junior high teaching as a career choice) increases markedly with the age and length of service of teachers in junior high grades.

In terms of administrative organization, teachers in separate junior high schools were most likely to view junior high teaching as a permanent career, while teachers in 9-12 school systems were least prone to take this view and most likely to want to teach at a different level.

Two points in connection with these findings merit special comment. First, it will be noted that from the standpoint of length of service as well as age, those who have been around the longest tend on the one hand to be least satisfied with their career decision, and on the other hand to be most firmly entrenched until retirement. Of course, the older that teachers become, and the greater their length of service, the larger their investment in their job, and the more they would have to give up (e.g., seniority, pension rights) if they left. Moreover, job opportunities for older people are comparatively limited. With all this taken into consideration, it is still true that the relatively permanent core of the junior high school staff is comprised of those who express least satisfaction with junior high teaching as a career choice.

In the second place, the evidence indicates that the potential holding power of the separate junior high school is particularly strong, while that of the 9-12 type of system is comparatively weak. In the separate junior high schools more than 50 percent of the teachers planned to stay on until retirement, as compared with 29 percent of the teachers in the 9-12 systems.

Teachers' Views of Junior High Teaching Compared to Senior High Teaching

Of considerable importance in trying to understand the sense of satisfaction or frustration experienced by junior high teachers in their work are the differences they perceive in teaching conditions at the junior high in relation to the senior high level. Data summarized in Table 7 indicate how junior high teachers rate their job in comparison with senior high teaching. Keeping in mind that we are dealing with job perceptions and attitudes rather than demonstrated fact, the view of most of the teachers is that:

- senior high teaching gives the teacher more opportunity to teach what he knows.
- senior high teachers can ask more homework.
- junior high teachers tend to have larger classes.
- there are proportionately more problem children in junior high school.
- senior high teachers tend to consider their work more important academically.
- the wear and tear on teachers is greater in junior high school.

On the other hand, they believe--with some pride, as the interview materials indicate--that:

- the teacher has more opportunity to observe pupil growth and development in junior high school.
- junior high teachers have more responsibility for the overall development of pupils.

While a sufficiently high proportion of teachers checked "same" on the other items so that neither the "junior high" nor "senior high" response categories obtained an absolute majority, the predominant view of those who felt there was a difference between the two levels is that:

- junior high teachers have a heavier work load.

Table 7

Percentage Distribution of Responses to Questions on Junior High Teaching in Comparison with Senior High Teaching

Questions	Responses			
	Junior high	Senior high	Same	No response
Do you believe that junior high or senior high school teaching gives the teacher more opportunity to teach what he knows?	10%	58%	30%	2%
Would you say that teachers can ask more homework in junior or senior high school?	4	77	17	2
In your opinion, do junior high or senior high school teachers have a heavier work load?	39	15	44	3
Do you think that junior high or senior high school teachers tend to have larger classes?	61	7	29	3
Would you say there are proportionately more problem children in junior or senior high school?	72	7	19	2
Do you believe the teacher has more leeway in making professional decisions in junior or senior high school?	16	35	46	3
In your opinion, is junior high or senior high school teaching more challenging?	40	28	30	2
Do you feel that the teacher has more opportunity to observe pupil growth and development in junior or senior high school?	66	13	20	2
Do you think a teacher can devote more time to teaching and less to clerical work in junior or in senior high school?	7	35	55	3
Would you say that the junior high or the senior high school teacher tends to consider his work more important academically?	4	59	35	2
In your opinion, do junior high or senior high school teachers have closer contacts with individual pupils?	48	18	32	2
Do you believe that junior high or senior high school teachers have more responsibility for the overall development of pupils?	54	5	40	1
In your estimation, is the wear and tear on teachers greater in junior or senior high school?	69	5	25	1

- senior high teachers have more leeway in making professional decisions.

- senior high teachers can devote more time to teaching and less to clerical work.

At the same time, they believe that:

- junior high teachers have closer contacts with individual pupils.

- junior high teaching is more challenging.

Overall, it is clear from the responses that junior high teachers tend to view their job in a less favorable light, in various respects, than senior high teaching. However, compensating for the less favorably regarded aspects of junior high teaching is the readiness of many teachers to see their task as more challenging and of special social significance, insofar as it entails a greater responsibility for and involvement in the overall development of pupils.

When cross-tabulated with certain background characteristics of teachers, the data show a number of interesting variations.* First, teachers in 9-12 systems tend to respond in a manner strikingly indicative of a relatively close identification with senior high teaching. They are more likely to emphasize the desirable conditions in senior high teaching, while playing down the "difficult" aspects of junior high teaching.

Second, the pattern of responses tends to vary according to age and length of junior high teaching experience. With increased age and experience teachers tend to view junior high teaching less favorably in comparison with senior high teaching. This reinforces what was indicated in the preceding section: that the oldest and most experienced teachers tend to be least satisfied with junior high teaching as a career choice. At the same time, however, they are less inclined to feel that the upper high school grades give the teacher a better outlet for teaching what he knows, and more inclined to feel that junior high teachers have closer contacts with pupils.

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*For information more detailed than that summarized in the text, see Tables XVII-XIX, Appendix.

Third, when the data are examined in terms of teaching experience at other levels, they show a marked difference in response between teachers with senior high experience only and those with elementary experience only. The former are less apt to take a critical view of junior high teaching than to emphasize the favorable aspects of senior high teaching. It is especially noteworthy that junior high teaching _vis_ _a'_ _vis_ senior high teaching is apt to be considered more challenging by those who move into it from elementary teaching, and less challenging by those move into it from senior high teaching. This is pertinent to an observation from the interview materials, that reassignment of a teacher from the senior high to the junior high level is apt to be regarded as a demotion, a "step down".

Teachers' Views of Various Aspects of Teaching

There are several aspects of junior high teaching which, according to the interview materials, have a definite bearing on job satisfaction, and are not infrequently "trouble spots" from which grievances may develop. These center in the early experiences of the beginning teacher, the help and support received from superiors, the assistance of guidance personnel with pupil adjustment problems, and the congruency between teaching assignments and the teacher's qualifications. Certain questionnaire items were directed to these aspects.

First, teachers were asked: "On the basis of your pre-service training and practice teaching, did you find junior high school teaching more difficult or less difficult than you expected?" The replies were: More difficult than expected, 358 teachers (27 percent); Less difficult than expected, 182 teachers (13 percent); Neither more nor less difficult than expected, 789 teachers (58 percent); no response, 20 teachers (1 percent). Thus, while more than half the respondents found junior high teaching about what they expected, a substantial proportion found it more difficult than they were led to expect. The interviews indicated that for many beginning teachers, junior high teaching comes as something of a shock—it is far more demanding and depleting than they anticipated. What they have learned in college or observed in practice teaching left them ill-prepared for the realities of the junior high situation. As one teacher put it, "The training we get is simply not realistic enough."

Teachers were next asked: "Is there a tendency in junior high school to assign the more difficult classes (in terms of slow learners or discipline problems) to beginning teachers?" The responses were: Yes, 420 teachers (31 percent); No, 849 teachers (63 percent); no response, 80 teachers (6 percent). Even though this was not an observed practice for a majority of the teachers, a considerable number—almost a third of the teachers—attested that they did observe it. Some of the interviewees who noted the practice in their own experience pointed out that it is apt to be quite damaging to the initial enthusiasm of the beginning junior high teacher, and to dissuade him from continuing, particularly since junior high teaching is exacting enough as it is; in effect, the practice compounds an already difficult situation.

In response to the question, "Do you feel that beginning junior high school teachers receive the help and support they need from superiors?", 547 teachers or 41 percent answered "Yes"; 562 teachers or 42 percent answered "No"; 218 teachers or 16 percent answered "No opinion"; and 22 teachers or 2 percent did not reply. Thus, fewer than half the teachers felt that beginning teachers, during what was described as the most critical period of their career, when they were cast in an unfamiliar role and confronted with many difficult problems, received the help and support they needed from superiors. On the other hand, it was pointed out repeatedly in the interviews that a not uncommon obstacle in the way of effective supervisory assistance was the reluctance of beginning teachers to bring problems to the attention of their superiors, in the belief that it would indicate an inability to handle their classes. They were apt to perceive in administrators a "no news is good news" attitude, and a readiness to consider a good teacher one who did not "make a fuss" or "rock the boat." It should be kept in mind, of course, that such perceptions need not be objectively valid to influence the behavior of those who have them.

The next question further explored the matter of assistance received by junior high teachers: "In general, do you feel that junior high school teachers receive as much as help as they need from guidance personnel in handling pupil adjustment problems?" The responses were: Yes, 478 teachers (35 percent); No, 577 teachers (43 percent); Uncertain, 272 teachers (20 percent); no information, 23 teachers (2 percent). Hence, only about a third of the teachers felt that the help needed from guidance personnel was forthcoming. From the interview materials may be noted two reasons why such help is frequently considered inadequate. The first is a scarcity of qualified guidance personnel; thus, in some cases the help needed is not given because there is no one to give it. The other reason is that teachers are apt to be suspicious of the approaches and efficacy of guidance work, and critical of the results obtained. The comment of one teacher is illustrative: "After all, the problem is between the pupil and me, not between the pupil and the guidance counselor. The problem may be solved beautifully in the guidance counselor's office, and crop right up again in the classroom."

Teachers were also asked: "In the last five years, have you been called on to teach any junior high school subjects which you did not feel qualified to teach?" In reply, 210 teachers or 16 percent answered "Yes"; 1,124 teachers or 83 percent answered "No"; and 15 teachers or 1 percent did not respond. With regard to the recognized appropriateness of teaching assignments in relation to teaching qualifications, therefore, the teachers were predominantly satisfied. It should not, of course, be overlooked that a "Yes" answer could be construed by the respondent as a reflection on his qualifications as well as his assignment. Nevertheless the assignments were explicitly perceived, in general, as suitable.

Rounding out the picture presented are three sets of cross-tabulations summarized in Table 8. The first indicates that a tendency to assign the more difficult classes to beginning teachers is observed more commonly by teachers in 9-12 systems than by teachers in other types of systems. Interview materials suggest that this is a potential factor in the relative lack of career commitment noted earlier among teachers in 9-12 systems, even when it does not affect them directly. Table 8 also shows that teachers of grade 8 are most likely to

Table 8

Percentage Distribution of Responses to Questions on Selected Aspects of Junior High Teaching, by Grade Organization, Grade Taught, and Number of Years of Junior High Teaching

Question and characteristics of respondents		Responses	
Is there a tendency in junior high school to assign the more difficult classes (in terms of slow learners or discipline problems) to beginning teachers?		Yes	No
Grade organization	K-8	37%*	63%
	7-9	30	70
	7-12	40	60
	9-12	51	49
	K-12	24	76
Do you feel that beginning junior high school teachers receive the help and support they need from superiors?			
Grade taught	7	41%	37%
	8	32	55
	9	34	47
Years of junior high teaching	1-2	57%	27%
	3-5	41	42
	6-10	34	50
	11-15	32	52
	more than 15	34	49

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*Percentages are based on all responses (excluding the "no response" category) to a question by teachers in a given classification. Thus, 37 percent of all responding teachers in K-8 systems answered "yes" to the first question. For purposes of simplification, percentages of "no opinion" responses are not given for the second question, but in each case are readily ascertained by subtracting the combined "yes" and "no" percentage from 100. Thus, the percentage of "no opinion" responses to the second question from teachers of grade 7 is 100 - (41 + 37) = 22 percent.

maintain that beginning junior high teachers do not receive the help and support they need from superiors. It is noteworthy in this connection that grade 8 is predominantly considered the most difficult grade to teach. Finally, it is evident from Table 8 that, in general, those who have been in junior high teaching longer are more apt to attest that the beginning teachers do not receive the help and support they need from supervisors. On the one hand, the more experienced teachers have had more opportunity to observe this; on the other hand, the finding reinforces what was pointed out earlier, that teachers who have been around longer are more apt to be critical of junior high teaching.

Teachers' Perceptions of Pupils

Since the work of the teacher is largely with and for pupils, in seeking to understand his attitude toward his job it is important to consider how he perceives his pupils: what qualities and characteristics he sees in them which have a bearing on the difficulty of, and the satisfaction taken in, the teaching activity. The interviews brought out a number of traits that various teachers commonly identified in their pupils. In order to find out which traits were most frequently noted by teachers, and which traits tended to be observed more often under what circumstances, various items incorporating the interview leads were included in the questionnaire.

As Table 9 shows, all the traits were reported by a substantial number of teachers, with the most frequently cited trait being observed by over 80 percent of the teachers and the least frequently cited trait by almost one-fourth of the teachers. In terms of the five most commonly observed traits--those noted by about half of the teachers or more--junior high pupils are pictured as a group whose immaturity requires special guidance, yet whose members want to be treated as adults; who show refreshing spontaneity and buoyancy and who work hard for teachers they like, yet are not much interested in subject matter, and tend to be unstable and changeable. In the interview materials it was repeatedly pointed out that the very qualities that were most appealing in these emerging adolescents were apt to be most exacting for the teacher. Thus, the spontaneous, frenetic energy and changing enthusiasms often noted among them were both a delight and a trial to many teachers. What was most endearing about them was likely to be most exhausting. As one teacher pointed out, "They're itchy, they can't sit still, they're so alive they run me ragged! But that's the challenge, that's what makes me wake up in the morning feeling I'm needed here. I know they're going to wear me out by the end of the day, but at least they're never dull."

Table 9

Pupil Characteristics Noted by Teachers in Response to Question: "Which of the following statements would you say apply generally to the junior high school pupils you have taught?" In Order of Frequency

Pupil characteristics	Number of teachers noting characteristic	Percent of teachers noting characteristic
Totals	1 349	100%
Their immaturity requires special guidance, yet they want to be treated as adults	1 090	81
They work hard for teachers they like	914	68
Their spontaneity and buoyancy are refreshing	811	60
They are not much interested in subject matter	770	57
They are unstable and changeable	663	49
They are difficult to keep motivated	497	37
They tend to form "crushes" on young teachers of the opposite sex	454	34
They tend to be rebellious and defiant toward authority	437	32
They frequently turn to teachers for help with their personal or social problems	434	32
They show little or no recognition or appreciation of the teacher's effort	310	23
They are idealistic	309	23

In identifying certain characteristics commonly found among junior high pupils as a group, it must not be supposed that teachers were unaware of the _differences_ among them. Indeed, one of the outstanding recognized features of the group is that it is a _transitional_ group, moving from pre-adolescence into adolescence; but this group feature is itself an indicator of differences among the members. As one teacher said, "There's as much difference between a seventh-grader coming in and a ninth-grader going out as between a caterpillar and a butterfly. They grow practically before your eyes. What comes in as a child may go out as a sophisticated young adult." Since all children do not grow at the same rate, and in view of the age differential within grades, there are apt to be striking differences within the same class. An interviewee observed that, "Just to show you the kind of situation you can get, in the same class I had a boy who was still a baby in many ways--he cried, and wet his bed at night--and another who was carrying on an affair with a married woman. You get the underdeveloped and the overdeveloped, the immature and the overmature, the child and the man in the same class."

That even the more commonly observed characteristics vary in their applicability according to prevailing circumstances is shown by the cross-tabulations. It can be seen from Table 10, for example, that teachers are more apt to attribute certain favorable characteristics to pupils from higher income groups and certain unfavorable characteristics to pupils from lower income homes. The former are more commonly perceived as idealistic, refreshing in their buoyancy and spontaneity, and more willing to turn to teachers for help; the latter are more often pictured as rebellious and defiant toward authority, unstable and changeable, and difficult to keep motivated.

By and large, men and women teachers tend to perceive their pupils in much the same manner. The chief differences are that women teachers more commonly than men teachers see in their pupils a readiness to turn to teachers for help with personal or social problems, and an immaturity requiring special guidance coupled with a desire to be treated as adults. The interview materials suggest that this is to some extent due to a propensity on the part of women to approach teaching more in terms of a "raising children" role than is true of, or expected of, men.*

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*Cross-tabulations by sex and marital status are shown in the Appendix, Table XX.

Table 10

Pupil Characteristics Noted by Teachers, According to Income Level* of Pupil's Families. Percentage Distribution

Pupil characteristics	Percentage of teachers noting characteristic, where family income level of pupils is		
	Less than $5,000	$5,000-10,000	More than $10,000
They are idealistic	18%	26%	26%
They tend to be rebellious and defiant toward authority	39	30	26
Their spontaneity and buoyancy are refreshing	53	64	72
They are not much interested in subject matter	54	61	62
They are difficult to keep motivated	43	35	26
They are unstable and changeable	53	48	46
They frequently turn to teachers for help with their personal or social problems	29	33	37
They show little or no recognition or appreciation of the teacher's effort	24	23	20

*i.e., the family income classification (less than $5,000; $5,000-$10,000; more than $10,000) to which a majority of a teacher's pupils are reported to belong. Not included in the table are responses in cases where less than a majority of a teacher's pupils are assigned to a given income classification: such cases comprise only 5 percent of the total. Income ratings are based on Item 19 of the questionnaire form included in the Appendix.

The cross-tabulations by age show an interesting pattern. As Table 11 indicates, older teachers are less likely to affirm that their pupils are idealistic, that they tend to form "crushes" on young teachers of the opposite sex, and that they work hard for teachers they like. At the same time, older teachers are more likely to attest that their pupils tend to be rebellious and defiant toward autbority, that their immaturity requires special guidance, and that they show little or no recognition or appreciation of the teacher's effort.

Quite apart from the question of differences in pupil behavior toward older and younger teachers, the pattern is consistent with the finding noted earlier that older teachers tend to take a more circumspect, more critical view of junior high teaching.

Table 11

Pupil Characteristics Noted by Teachers, According to Teacher's Age. Percentage Distribution

Pupil characteristics	Percentage of teachers in age group noting characteristic			
	Less than 30	30-40	41-50	Over 50
They are idealistic	24%	25%	23%	17%
They tend to be rebellious and defiant toward authority	31	31	32	37
They tend to form "crushes" on young teachers of the opposite sex	37	34	31	31
Their immaturity requires special guidance, yet they want to be treated as adults	77	78	84	89
They work hard for teachers they like	71	68	69	61
They show little or no recognition or appreciation of the teacher's effort	21	22	20	29

Table 12 shows the variation in certain observed characteristics according to the kind of district; i.e., city, suburban, rural. The differences become more meaningful when related to what has been learned from studies of city, suburban and rural conditions. Thus, in the cities, where problems of delinquency and discipline have been reported as especially pressing, pupils are more often characterized as rebellious and defiant toward authority, and as difficult to keep motivated. In the suburbs, where certain educational advantages have been noted by professional observers, and where the "lighthouse schools" tend to be concentrated, pupils are more commonly characterized as idealistic, and as refreshing in their spontaneity and buoyancy. In the rural schools, where enrollments tend to be smaller and a more personalized "face-to-face" basis for pupil-teacher relationships is found (especially in comparison with the relatively high degree of impersonality attributed to the larger city systems), pupils are more frequently characterized as ready to work hard for teachers they like, and as immature enough to require special guidance while wanting to be treated as adults.

In considering these and other variations, it must not be overlooked that different conditions may not only contribute to the differential development of pupil characteristics but may also color the teacher's perceptions of his pupils. The key issue is not that pupils do or do not in fact have certain characteristics, but that teachers view them in particular ways, and that these ways vary according to specified circumstances.

Table 12

Pupil Characteristics Noted by Teachers, According to Kind of District (City, Suburban, Rural). Percentage Distribution

Pupil characteristics	Percentage of teachers noting characteristic, in kind of district specified		
	City	Suburban	Rural
They are idealistic	22%	26%	18%
They tend to be rebellious and defiant toward authority	39	26	24
Their spontaneity and buoyancy are refreshing	56	66	59
They are difficult to keep motivated	40	34	29
Their immaturity requires special guidance, yet they want to be treated as adults	83	77	85
They work hard for teachers they like	65	69	75

Table 13 shows how pupil characteristics observed by teachers vary according to grade level. In terms of the finding, to be examined shortly, that grade 8 is most frequently considered the most difficult junior high grade to teach, it is instructive that pupils at the eighth grade level are more commonly regarded as rebellious and defiant toward authority as well as idealistic! Pupils at the seventh grade level are more often reported to show little or no recognition or appreciation of the teacher's effort. Pertinent to this is the remark of a teacher that "Seventh-graders don't know what it's all about yet." The greater sophistication attributed to ninth-graders by interviewees appears to be reflected in the questionnaire responses, in that ninth-graders are less often said to show spontaneity and buoyancy, to work hard for teachers they like, or to look to teachers for help with their personal and social problems.

Table 13

Pupil Characteristics Noted by Teachers, According to Grade Level. Percentage Distribution

Pupil characteristics	Percentage of teachers, at specified grade level, noting characteristic		
	7	8	9
They are idealistic	23%	33%	23%
They tend to be rebellious and defiant toward authority	33	39	29
Their spontaneity and buoyancy are refreshing	65	65	57
They frequently turn to teachers for help with their personal or social problems	36	32	29
They work hard for teachers they like	74	74	66
They show little or no recognition or appreciation of the teacher's effort	29	15	20

In response to the question, "Which of the junior high grades do you regard as most difficult to teach?", 347 teachers or 26 percent answered "7th grade"; 614 teachers or 46 percent answered "8th grade"; 261 teachers or 19 percent answered "9th grade"; 14 teachers or 1 percent specified more than one grade; and 113 teachers or 8 percent did not reply. More teachers considered grade 8 the most difficult to teach than the combined number of those who considered any other grade most difficult.

A breakdown of the responses of teachers by sex, age, grade taught, kind of district, and type of grade organization reveals a few variations on this general pattern.* Thus, women teachers and older teachers are especially inclined to consider grade 8 the most difficult to teach. In the city districts most teachers regard the eighth grade as most difficult to teach, whereas in the rural areas most teachers consider the seventh grade most difficult. Of teachers who regard the ninth grade as most difficult, the highest proportion is found in the suburban districts.

Teachers in 7-9 systems (separate junior high schools) most characteristically consider the eighth grade most difficult to teach, while teachers in K-8 and K-12 systems most frequently regard the seventh grade as most difficult. Teachers in 9-12 systems (senior high schools) are somewhat more inclined to consider the ninth grade most difficult. It should be kept in mind that 7-9 systems predominate in the sample as they do in the State, and that teachers in such systems are not cut off organizationally (as teachers in K-8 and 9-12) from any of the three junior high grades.

Overall, then, the predominant view is that grade 8 is the most difficult to teach, with exceptions found in rural schools and in certain types of grade organization. Next in order of ascribed difficulty, by and large, is grade 7.

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*Cf. Tables XXI-XXV, Appendix.

The interview materials shed some light on the findings. As to why grade 8 is considered most difficult, the comment of a teacher in a 7-9 system is instructive: "When children first come into the junior high school as seventh-graders, into new surroundings with new classmates and a whole new atmosphere, they're apt to be pretty subdued and docile, a little in awe of it all. When they're ninth-graders, getting ready to leave junior high school, they're pretty well settled down. It's the eighth grade that tends to be most explosive: after they get their bearings and start feeling their oats, and before they settle down. It's the middle of the transition period, and most of your problems are likely to come to a head then."* In K-8 and K-12 systems (which are most commonly found in rural areas), the situation is somewhat different, since the seventh-graders are not entering new surroundings, and the eighth grade is not the middle of a separate organizational sequence. In such a situation, as one teacher put it, "You're likely to find the seventh grade most difficult. It's when the kids find out they have to do some real work. For the first time many of them have to take their schoolwork seriously. The school's the same, but there's a new kind of pressure, and a lot of them can't get used to the idea, they try to drift by the same old way, but they can't. The teacher has to deal with a wave of learning and adjustment problems."

When teachers are asked what their pupils are like, they very commonly include a reference to discipline in their answer: thus, "They're pretty well-behaved," or "They don't give me much trouble," or "They're a pretty unruly bunch." To elicit the reactions of teachers to the problem of discipline, two questions were included in the questionnaire. The first was: "In your opinion, how serious a problem is discipline at the junior high level?" In reply, 344 teachers or 26 percent answered, "Particularly acute at this level"; 698 teachers or 52 percent answered, "Definitely a problem, but not particularly acute"; 296 teachers or 22 percent answered, "Not a serious problem"; and 11 teachers or 0.8 percent did not respond. Thus, to most teachers discipline is a substantial problem, with more than three out of four teachers answering "Definitely a problem" or "Particularly acute." It is worthy of note that women teachers are more apt than men teachers to view discipline as a particularly acute problem (See Appendix, Table XXVI).

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*In a report on The Holding Power Project, 1954-60, by the Bureau of Guidance, Division of Pupil Personnel Services, New York State Education Department, it was noted that the highest proportion of "involuntary withdrawals" among pupils in the junior high grades was concentrated in the eighth grade, for the sample of schools studied.

The next question related the issue of discipline more specifically to the teacher's own experience. In response to the question, "What has been your own experience with discipline at the junior high level?", 136 teachers or 10 percent answered, "An especially difficult part of my job"; 717 teachers or 53 percent answered, "Definitely a strain, but not a special source of difficulty"; 485 teachers or 36 percent answered, "Not a strain"; and 11 teachers or 0.8 percent did not reply. While the individual teacher is more apt to view discipline as a general problem than one with which he himself has trouble, almost two out of three teachers nevertheless consider discipline either "definitely a strain" or "an especially difficult part of my job."

Women teachers were somewhat more likely than men teachers, and older teachers than younger, to regard discipline as a source of definite strain or special difficulty (See Appendix, Table XXVII). Of particular interest is the distribution of responses according to grade organization, grade taught, and kind of district: Thus, teachers in 7-9 systems (separate junior high schools), teachers of grade 8, and teachers in city districts were most inclined to report discipline as a source of definite strain or special difficulty (See Appendix, Table XXVIII). These findings add perspective to the earlier observation that the eighth grade, especially in 7-9 systems and in city districts, was considered the most difficult to teach.

Evaluation of Job Conditions

Another perspective on job satisfaction among junior high teachers is provided by a consideration of the job features with which they are most satisfied and least satisfied. Data in Table 14 show how teachers rated various aspects of their job in terms of the relative degree of their satisfaction with each.

Table 14

Percentage Distribution of Teacher Responses Indicating Degree of Satisfaction with Various Conditions of Work

Conditions	Responses				
	Very satisfied	Satisfied	Dis-satisfied	Very dis-satisfied	No response
Salary	7%	54%	31%	6%	1%
Teaching load	8	61	23	6	2
Respect and recognition from community	12	67	15	3	3
Respect and recognition from superiors	23	61	11	3	2
Relations with pupils	36	59	4	0.4	1
Relations with parents	24	67	6	0.3	2
Supervisory assistance	18	56	18	5	3
Intellectual stimulation	9	58	24	5	3
Teaching materials	14	54	24	6	2
Class size	10	51	29	9	1
Extra-class duties	8	55	23	11	2

In accordance with the frequently reported tendency of individuals in American society to emphasize the favorable aspects of their work situation, especially when asked directly about it, it is not surprising to find that at least 60 percent of the teachers expressed their satisfaction with each of the conditions listed. However, among a substantial proportion of teachers dissatisfaction with various aspects of the job was evident. Almost 40 percent of the teachers were "dissatisfied" or "very dissatisfied" with the level of remuneration. Thirty-eight percent of the teachers reported their dissatisfaction with class size, 34 percent with extra-class duties, 30 percent with teaching materials, and 29 percent with teaching load and intellectual stimulation. Intermediate in the incidence of dissatisfaction reported were supervisory assistance, respect and recognition from the community, and respect and recognition from superiors. It is interesting to observe that comparatively few teachers recorded dissatisfaction in the area of personal relations with parents and pupils.

There were certain notable differences between men and women in their reactions to the conditions of junior high teaching. Men were more commonly dissatisfied with matters of salary,* supervisory assistance, and the respect and recognition granted to them by the community and by their superiors. Women, on the other hand, were more frequently dissatisfied with the teaching load. On balance, dissatisfaction with working conditions was more evident among men than women teachers. (See Table XXX, Appendix). In this connection, social scientists have noted that men tend to be more demanding than women in what they expect from a job, since occupational roles are more important to them in defining "what a man is" in the society, and since they are the primary breadwinners and sources of family status.

With regard to age, younger teachers were more apt than older teachers to complain about the salary, lack of intellectual stimulation, and supervisory assistance, while older teachers appeared to be more affected by the teaching load. (See Table XXXI, Appendix).

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*Consistent with this is the fact that 80 percent of the reporting men teachers stated that they worked after school or during vacation to supplement their income, compared with 22 percent of the women teachers. See Appendix, Table XXIX.

That local circumstances have a definite bearing on the way junior high teachers react to the various aspects of their job is indicated by the data presented in Table 15. Overall, dissatisfaction with working conditions was most prevalent in city school districts. The pattern suggests that as rural areas become urbanized, administrators can expect heightened problems and pressures with regard to salaries, class size, teaching materials, extra-class

Table 15

Percentage Distribution of Teacher Responses Indicating Satisfaction or Dissatisfaction with Various Conditions of Work. By Kind of District and Grade Organization

Conditions	Responses	Kind of district			Grade organization				
		City	Sub-urban	Rural	K-8	7-9	7-12	9-12	K-12
Salary	Satisfied*	49%	74%	76%	55%	58%	69%	52%	81%
	Dissatisfied**	49	24	24	44	41	29	47	19
Teaching load	Satisfied	66	73	73	66	68	72	62	81
	Dissatisfied	33	25	26	33	30	26	38	18
Respect and recognition from community	Satisfied	77	81	89	85	77	83	71	92
	Dissatisfied	20	16	9	12	20	14	25	6
Respect and recognition from superiors	Satisfied	82	83	92	79	82	87	81	94
	Dissatisfied	16	15	8	17	17	12	16	4
Relations with pupils	Satisfied	94	94	97	94	95	96	90	98
	Dissatisfied	5	5	2	3	4	3	6	2
Relations with parents	Satisfied	91	92	92	90	91	93	89	94
	Dissatisfied	7	7	6	7	7	5	9	5
Supervisory assistance	Satisfied	73	75	82	66	73	82	70	81
	Dissatisfied	24	22	15	30	25	16	25	16
Intellectual stimulation	Satisfied	64	69	78	66	66	70	70	81
	Dissatisfied	33	27	21	30	31	27	29	18
Teaching materials	Satisfied	59	79	77	49	66	80	67	74
	Dissatisfied	39	19	23	48	32	19	32	24
Class size	Satisfied	57	63	68	61	59	58	60	76
	Dissatisfied	42	35	31	38	39	41	40	22
Extra-class duties	Satisfied	59	67	76	66	61	70	66	74
	Dissatisfied	38	30	23	31	37	27	32	25

*Includes "satisfied" and "very satisfied" responses.

**Includes "dissatisfied" and "very dissatisfied" responses.

duties, intellectual stimulation, teaching load, supervisory assistance, and teacher status.

From the standpoint of grade organization, dissatisfaction with salaries was considerably more evident in 7-9, K-8 and 9-12 systems than in 7-12 and K-12 systems. Extra-class duties were most commonly a target of dissatisfaction in the separate junior high schools, and the teaching load appeared to be most objectionable in 9-12 systems. Dissatisfaction with teaching materials and supervisory assistance was most pronounced among teachers in K-8 schools.

In general, the findings indicate that in looking at their working conditions junior high teachers tend to see their main sources of frustration in the areas of financial remuneration,* onerous duties, and lack of institutional support for their teaching activities rather than in the areas of human relations with parents and pupils.

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*Since junior high teachers are not on a lower salary schedule than elementary or secondary teachers, the standard of comparison characteristically cited is not what other teachers receive but what other professionals receive, and what they themselves might expect to receive if they took non-teaching jobs.

Special Sources of Strain

In the interviews various circumstances were mentioned by teachers as sources of stress and strain in their work. In one way or another all these circumstances reflected the imperfect integration of the junior high sequence and the difficulties encountered in pursuing the stated goals of the junior high program. The questionnaire contained a list of seven such circumstances, including the dual responsibility of teaching for academic achievement and teaching for individual adjustment, unsettled questions of effective pupil grouping, changes in teaching practices and programs, controversy over desirable programs and practices for early adolescence, materials inadequately geared to the needs of junior high pupils, uncertainty about the future organization of junior high grades, and pressures from parents to provide social and personal guidance for pupils. Teachers were asked to indicate the extent to which each of these circumstances represented a source of stress or strain in the performance of their duties. The responses were recorded in the following categories: a major source of stress or strain, a moderate source of stress or strain, not a source of stress or strain, and not applicable.

An examination of the responses as summarized in Table 16 reveals that junior high teachers are most strongly affected by the dual responsibility for academic achievement and personal adjustment, unsettled questions of grouping, and inadequately oriented educational materials; and to a much lesser extent by controversies over programs, changing teaching practices, parental pressures, and uncertainty about the future organization of the junior high grades. It is clear, however, that all these circumstances create for some teachers a serious problem of adjustment and contribute to feelings of discontent and frustration.

Table 16

Percentage Distribution of Teacher Ratings of Potential Sources of Stress or Strain

Items rated	Responses				
	Major source of stress or strain	Moderate source of stress or strain	Not a source of stress or strain	Not applicable	No response
Controversy over desirable programs and practices for early adolescence	7%	26%	44%	16%	6%
Unsettled questions of effective pupil grouping	13	41	33	9	5
Frequent changes in teaching practices and programs	8	20	51	16	5
Teaching materials inadequately geared to special needs of junior high school pupils	15	30	39	12	5
Pressures from parents on teachers to provide social and personal guidance for pupils	4	19	56	16	5
Dual responsibility of teaching for academic achievement and teaching for individual adjustment	17	44	29	5	4
Uncertainty about future organization of junior high school grades	4	11	50	29	6

An analysis of the responses according to teacher characteristics shows few significant variations in the general picture. It may be noted, however, that men were more likely than women to mention problems of grouping and inadequate teaching materials as major or moderate sources of strain. Men were more apt to consider dual responsibility a major source of strain while women were more likely to regard it as a moderate source of strain. As might be expected, changes in teaching practices seemed to be less of a problem to the newer teachers than to those who had been teaching for a number of years. On the other hand, the newer teachers were more apt to be concerned about inadequate teaching materials. (See Table XXXII, Appendix)

Some interesting differences appear when the data are broken down by type of school district, grade organization, and subject matter taught. These differences are indicated in Table 17. The lack of adequate teaching materials appeared to be particularly stressful to teachers in city schools, while pressures from parents for social and personal guidance had their greatest impact on teachers in suburban schools. Variations by type of grade organization, although quite pronounced, do not follow a uniform pattern, certain circumstances evidently affecting teachers to a greater extent in one type of school than another. On the whole, teachers in 7-12 and 9-12 systems were least likely to report the various circumstances as sources of stress or strain in their work. Considering the prevailing trend toward, and current predominance of, 7-9 systems, it is not surprising to find that teachers in such systems were least affected by uncertainty over future organization. The circumstances were in general most productive of stress or strain among teachers in K-8 systems.

The data also indicate that teachers of academic subjects were more commonly affected by the circumstances than teachers of non-academic subjects. The problem of inadequate teaching materials was most evident among teachers of social studies, changes in teaching practices were a source of strain particularly for teachers of foreign languages, and pressures from parents for personal guidance were a trial especially to teachers of mathematics and science.

Table 17

Percentage Distribution of Teacher Ratings of Major and Moderate Sources of Stress or Strain. By Kind of District, Grade Organization, and Subject Taught

Conditions of teaching	Percentage of teachers rating item as source of strain													
	Inadequate teaching materials		Dual responsibility		Grouping practices		Changes in teaching practices		Controversy over programs		Uncertainty about future organization		Pressures from parents	
	Major source of strain	Moderate source of strain	Major source of strain	Moderate source of strain	Major source of strain	Moderate source of strain	Major source of strain	Moderate source of strain	Major source of strain	Moderate source of strain	Major source of strain	Moderate source of strain	Major source of strain	Moderate source of strain
Type of district														
City	17%	34%	18%	43%	13%	40%	9%	20%	7%	25%	4%	11%	3%	17%
Suburban	10	25	16	46	12	41	5	19	8	27	2	12	7	23
Rural	18	26	17	43	11	46	10	19	5	31	7	9	2	17
Grade Organization														
K-8	28%	34%	24%	40%	15%	38%	10%	29%	9%	28%	7%	18%	3%	15%
7-9	25	31	18	46	12	41	9	21	7	27	3	10	5	20
7-12	8	25	13	42	13	42	7	15	5	26	3	12	3	20
9-12	14	25	20	31	15	36	1	20	11	15	5	18	1	17
K-12	18	30	16	46	11	44	4	20	8	26	6	10	2	12
Subject taught														
Academic														
Citizenship education	20%	39%	18%	47%	10%	42%	9%	22%	6%	31%	2%	13%	4%	18%
English	20	28	27	41	16	37	9	14	8	27	3	9	3	19
Foreign language	17	28	19	48	13	41	17	22	10	18	9	7	1	19
Mathematics	12	28	21	49	16	39	5	27	6	27	2	8	6	21
Science	17	33	16	54	13	50	6	21	8	31	5	11	6	22
Non-academic														
Art	15%	24%	10%	39%	15%	39%	6%	18%	10%	16%	7%	11%	7%	16%
Home economics	9	26	16	43	5	37	5	20	5	27	1	15	1	29
Industrial arts	10	29	9	43	13	47	4	28	5	25	1	24	6	9
Music	8	19	13	42	3	45	5	16	8	23	6	6	-	14

Comparison of Career-Satisfied and Career-Dissatisfied Teachers

In previous sections various dimensions of job satisfaction in junior high teaching have been examined. An attempt will now be made to delineate a pattern of attitudes and characteristics which cumulatively differentiates two groups of teachers that, for comparative purposes, may be designated as "career-satisfied" and "career-dissatisfied". Classification of the groups is based on the responses of teachers to the question, "If you were starting your career all over again, would you choose junior high teaching?" The group referred to as career-satisfied includes the teachers who answered "definitely yes" or "probably yes," and the group referred to as career-dissatisfied consists of those who answered "definitely no" or "probably no".

Certain characteristics of the two groups have been indicated in the section on "Commitment to Career" (see Table 5). Thus, the career-dissatisfied group contains a higher proportion of married teachers, of older teachers and those who have been teaching for more than fifteen years, of teachers in city and rural schools, of teachers in 9-12 and K-12 systems, of teachers of grade 9, and of teachers of academic (i.e. non-vocational) subjects. While the data suggest that the likelihood of being dissatisfied with junior high teaching as a career choice is comparatively high among teachers with these characteristics, a less segmented and more meaningful overall picture emerges when other traits are taken into consideration.

The career-satisfied and career-dissatisfied groups differ strikingly in the extent to which junior high teaching represents an original and specific career choice. While almost 60 percent of the career-satisfied teachers originally and specifically planned to teach at the junior high level, only 13 percent of the career-dissatisfied teachers had such an intention (see

Table XXXIII, Appendix). This finding suggests that the probability of satisfaction with a junior high teaching career is greatly enhanced by a teacher's initial interest in such service, while the lack of it markedly increases the chances of dissatisfaction.

In an earlier section it was indicated that senior high teaching provides a frame of reference in which junior high teachers may assess their own work. It is accordingly interesting to compare the views of the two groups of teachers on various aspects of junior _versus_ senior high teaching. Data summarized in Table 18 indicate that career-dissatisfied teachers more commonly associate the favorable features with senior high teaching and the relatively unpleasant ones with junior high teaching. Thus they are far more apt to take the view that senior high teaching is "more challenging," gives the teacher "more opportunity to teach what he knows," and offers him "more leeway in making professional decisions."

On the whole, the career-dissatisfied teachers show a stronger orientation toward the academic phase of teaching and the skills and activities associated with it. They widely affirm that senior high teachers regard their work as more important academically, and indicate that junior high teachers cannot make a comparable contribution of their specialized academic knowledge because the conditions which prevail at the junior high level are not supportive of their academic role. It is instructive that, in answer to the question, "In terms of your _academic knowledge and interests alone_, how satisfying has junior high teaching been," almost 90 percent of the career-satisfied teachers answered "very satisfying" or "satisfying," compared to about half of the career-dissatisfied teachers. The career-dissatisfied teachers are more inclined to hold that senior high teachers can devote more time to teaching and less to clerical work than can junior high teachers. They tend to

Table 18

Comparison of Career-Satisfied and Career-Dissatisfied Teachers in Their Views on Selected Aspects of Junior High Teaching in Relation to Senior High Teaching

Questionnaire items	Responses of teachers	
	Career-satisfied (percent)	Career-dissatisfied (percent)
The teacher has more opportunity to teach what he knows		
In junior high school	15%	4%
In senior high school	48	78
The teacher has a heavier work load		
In junior high school	36%	50%
In senior high school	15	17
There are proportionately more problem children		
In junior high school	68%	84%
In senior high school	10	2
Teachers have more leeway in making professional decisions		
In junior high school	21%	9%
In senior high school	29	51
Teaching is more challenging		
In junior high school	51%	24%
In senior high school	17	51
Teachers can devote more time to teaching and less to clerical work		
In junior high school	7%	7%
In senior high school	31	49
Teachers have closer contacts with individual pupils		
In junior high school	56%	39%
In senior high school	14	26
Wear and tear on teachers is greater		
In junior high school	66%	81%
In senior high school	5	4
Teachers consider their work more important academically		
In junior high school	5%	3%
In senior high school	55	72
Teachers have more opportunity to observe pupil growth		
In junior high school	76%	53%
In senior high school	7	23

Note: For purposes of simplification, percentages of "same" responses are not given.

stress the severity of the work load and the wear and tear on teachers at the junior high level. They appear especially to dislike being saddled with many problem children whose interest in learning may be rather slim and who, in the words of one informant, are "not school-minded". It is pertinent to add that they are particularly apt to regard discipline as "definitely a strain" or "an especially difficult part of my job" (see Table XXXIII, Appendix).

Implicit in the responses of the career-dissatisfied group of teachers is the attitude that they suffer a loss in professional status and prestige by teaching junior high grades. They are more apt to take the position that their prestige in the community is low in comparison with that of senior high teachers, and to assume that the reassignment of a teacher from the junior to the senior high grades would be regarded by their professional colleagues as a promotion (see Table XXXIII, Appendix). Indicative of their outlook are two comments by informants: "The junior high teacher is rather low on the totem pole," and "If you're a junior high teacher, you're neither fish nor fowl to most people. You don't have any real standing." Thus, it is not only the intellectual but also the status gratification which career-dissatisfied teachers appear to miss in the junior high situation.

The relatively critical reaction of career-dissatisfied teachers to junior high teaching is evident in their assessment of specific job conditions. As Table 19 shows, dissatisfaction with regard to the listed items is invariably more pronounced among these teachers. The comparative lack of intellectual stimulation stands out particularly as a source of dissatisfaction among them. Almost half of them specify this condition as against 21 percent of the career-satisfied teachers. This is additional evidence that the academic orientation of career-dissatisfied teachers has a major bearing on their dissatisfaction. In this connection, it is interesting to note that the career-dissatisfied

Table 19

Comparison of Career-Satisfied and Career-Dissatisfied Teachers in Their Views on Selected Working Conditions

Conditions	Responses	Career-satisfied teachers (percent)	Career-dissatisfied teachers (percent)
Salary	Satisfied*	65%	55%
	Dissatisfied**	35	45
Teaching load	Satisfied	76	59
	Dissatisfied	24	41
Recognition from community	Satisfied	87	75
	Dissatisfied	13	25
Respect from superiors	Satisfied	88	80
	Dissatisfied	12	20
Relations with pupils	Satisfied	98	90
	Dissatisfied	2	10
Relations with parents	Satisfied	95	93
	Dissatisfied	5	7
Supervisory assistance	Satisfied	80	70
	Dissatisfied	20	30
Intellectual stimulation	Satisfied	79	54
	Dissatisfied	21	46
Teaching materials	Satisfied	75	60
	Dissatisfied	25	40
Class size	Satisfied	66	53
	Dissatisfied	34	47
Extra-class duties	Satisfied	71	56
	Dissatisfied	29	44

*Includes "satisfied" and "very satisfied" responses.

**Includes "dissatisfied" and "very dissatisfied" responses.

teachers are much more critical of extra-class duties than career-satisfied teachers. There are indications that career-dissatisfied teachers resent such duties because they tend to consider them incongruous with the tasks an academic teacher should be expected to perform and generally detrimental to a junior high school teacher's professional standing.

In sum, it is suggested—even at the risk of oversimplifying—that the negative assessment of junior high conditions by career-dissatisfied teachers can be understood largely in terms of their general expectations in regard to teaching as a professional activity. They tend to prefer an academically oriented teaching situation. They set a relatively high value on professional status and prestige. They resent the demands and restrictions associated with junior high teaching. The career-dissatisfied teachers appear to believe that they are unable to satisfy their professional aspirations and their desire for status at the junior high level.*

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*The Cornell University Junior High School Project has reported a finding that parallels and supports a key part of the characterization of career-dissatisfied teachers. According to this finding, "46 percent of those already in those grades 7 and 8 would prefer to move out—to senior high school. The prestige factor works against the junior high school" (Mauritz Johnson, Jr. Factors Related to Teachers' Grade Level Preferences, with Particular Reference to Grades 7 and 8. Junior High School Research Series, Junior High School Project. Ithaca: Cornell University. 1961. p. 29). It is interesting to note that the percentage of teachers who "would prefer to move out—to senior high school," as identified in the Cornell Project, virtually matches the percentage (47 percent) of teachers who, in the present study, did not feel that they would definitely or even probably choose junior high teaching if they had it to do over again.

Summary and Conclusions

In this study certain dimensions of job satisfaction among teachers of junior high grades have been explored, and various factors and patterns have been identified which help to explain the special problems that tend to arise in teaching at this level. It has been operationally assumed in the study that satisfaction or dissatisfaction with junior high teaching is a function not only of the nature of the job and the particular conditions under which it is performed, but also of the kind of person a teacher is, his commitment to his career, and his perception of the work situation. In this general framework, some of the principal findings may be summarized as follows:

> Commitment to career: For many teachers their work at the junior high level appeared to be essentially a transient occupation. They did not originally have any special desire to teach at this level and would not be inclined to choose this job if they could make another start. Of all the teachers covered by the study only a third set out specifically to teach at this level, almost half expressed doubt that they would choose it if given another chance, and fewer than half planned to stay in junior high teaching until retirement. There were indications that dissatisfaction with junior high teaching as a career choice tended to increase with age, family responsibility, and extended experience. The study also suggested that a high proportion of those who planned to stay in junior high teaching did so not because they were satisfied with it as a career choice but because they were older and accordingly less mobile.
>
> Comparison with senior high teaching: There was a strong tendency among junior high teachers to view their own job in a less favorable light in many respects than teaching at the senior high level. Regardless of how objectively accurate their views were, it is significant that they commonly felt in a disadvantageous position relative to senior high teachers in having larger classes, more problem children, less leeway in making professional decisions, less opportunity to teach what they knew, more wear and tear, and less assurance of the academic importance of their work. However, junior high teaching had its compensating features in the estimation of many respondents: thus, it was regarded as more challenging and also socially more significant in the sense that it involved greater responsibility for and involvement in the overall development of pupils.

Sources of strain and frustration in junior high teaching: Various conditions and circumstances, potentially conducive to feelings of strain and frustration in junior high teaching, were reported by a substantial proportion of teachers. Twenty-seven percent of the teachers found junior high teaching more difficult than they had been led to expect on the basis of their training and practice teaching; there was a feeling that the training was not realistic enough. A somewhat higher proportion noted a tendency at the junior high level to assign the more difficult classes, in terms of slow learners and discipline problems, to beginning teachers: it was pointed out that this practice is apt to be quite damaging to the initial enthusiasm of the beginning junior high teacher. Fewer than half of the respondents felt that beginning junior high teachers received the help and support they needed from their superiors, and only a third of the respondents regarded as adequate the help junior high teachers received from guidance personnel in handling pupil adjustment problems.

Teachers commonly pictured junior high pupils as a group whose immaturity required special guidance, yet whose members wanted to be treated as adults; who were willing to work hard for teachers they liked, and showed refreshing spontaneity and buoyancy, yet who were inclined to be not much interested in subject matter, and to be unstable and changeable. The frenetic energy and changing enthusiasms noted among them were both a delight and a trial to many teachers: what was most endearing about them was likely to be most exhausting.

More than three out of four teachers considered pupil discipline a substantial problem. At the same time, dissatisfaction with the work situation was more commonly directed to the lack of institutional support which might make the job less burdensome than to the area of human relations with pupils and parents.

Significant sources of strain were perceived by teachers in certain conditions which reflected the fluid status and imperfect integration of the junior high sequence. Thus, unsettled questions of effective pupil grouping were regarded as a major or moderate source of strain in their work by 54 percent of the teachers: teaching materials inadequately geared to special needs of junior high pupils by 45 percent; dual responsibility of the teacher at the junior high level for academic achievement and for individual adjustment by 61 percent; and controversies over desirable programs and practices for junior high pupils by 33 percent of the teachers.

The career-dissatisfied teacher: The findings indicate that a negative assessment of junior high teaching tends to be particularly prevalent among those who prefer an academically oriented teaching situation and who set a relatively high value on professional status and prestige.

It may be helpful at this point to take a closer look at the results of the study with particular reference to certain concepts, principles, and perspectives of social science.

Factors in Job Dissatisfaction: The Junior High Teaching Role

In analyzing the results of the study, a key point of departure is the junior high teaching role itself. The role has several distinctive features which help to explain the problems that tend to arise in carrying it out, and its relatively limited attractiveness for prospective recruits. The junior high teacher is called upon to perform what a sociologist would term a "mediating role" between the world of elementary education and that of senior high education with their divergent orientations and traditions. His main function is to bridge the discontinuity between the two levels of education by helping the pupil to make a smooth transition from the comparatively sheltered, self-contained classroom environment and the relatively undifferentiated academic program of the elementary school to the academically specialized, vocationally oriented and departmentalized program of the senior high school in which the student must show initiative and make his own educational choices and decisions. To facilitate this transition the junior high teacher has two tasks which do not necessarily mesh: to assist in the academic and vocational development of the pupil and, at the same time, to guide him in his personal and social adjustment. There are many related studies attesting to the conflicts implicit in the situation. Thus, to spur a pupil to greater scholastic achievement may be to alienate him from his peer group.* The norms for meeting the dual responsibility conferred by the role have not yet been precisely or practicably defined. This is partly due to the difficulties inherent in the mediating nature of the role and partly to the lack of professional consensus with regard to where and how to strike a balance between the teacher's concern for the development of specific academic skills and the coordinate concern with meeting the pupil's social and personal needs.

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*For a general statement of some of the considerations involved, the reader is referred to Contributions of Sociology and Anthropology to Education, Albany, State Education Department, 1962. A brief list of selected references dealing specifically with the junior high school is included in the Appendix of the present report: Among current developments of particular interest is the ongoing Junior High School Project at Cornell University.

Also significant is the fact that the role of the junior high teacher is inadequately institutionalized. It is not fully recognized as a definite subspecialty in the professional training of teachers. The requirements for holding the job generally do not include specialized technical competence, a distinctive training program, or (except in New York City) a special license, the issuance of which would, in the view of some observers, bring more respect and prestige to the role.

Since the role of the junior high teacher is relatively ill-defined and unsupported by institutionally attested special competence, the incumbents tend to suffer from an ambiguity of status. The importance ascribed to the role of the junior high teacher by current educational ideology is not consonant with the ranking and prestige given to it by the public at large or even within the profession. Given this situation, it is scarcely surprising that junior high teaching for a substantial proportion of teachers does not become a life vocation but is only a transient phase in their careers.

Factors in Job Dissatisfaction: Teacher Characteristics, Institutional Setting, and Working Conditions

While the nature of the junior high teaching role is basic to an understanding of teacher reactions to various aspects of the job, there are other factors involved in determining whether these reactions will be favorable or unfavorable. The evidence of this study indicates that certain teacher characteristics tend to be associated with dissatisfaction. Notable among them are the following: a strong academic orientation, a relatively high valuation of professional status and prestige, a lack of definite interest in teaching specifically at the junior high level, prolonged exposure to junior high teaching conditions, and previous senior high teaching experience.

Of course, the likelihood of dissatisfaction varies not only with the characteristics of the teacher, but also with the different institutional settings in which teaching takes place. Thus, the data indicate that city and rural systems have a higher proportion of career-dissatisfied teachers than do suburban schools. With respect to grade organization, it appears that the incidence of dissatisfaction is particularly high among ninth-grade teachers in the four-year high schools. This suggests that a direct confrontation within one organizational framework of the disparate orientations of the junior and senior high school grades tends to create a situation of particular strain for teachers of the junior high grade.

Another set of factors bearing on the satisfaction of junior high teachers comprises the specific conditions of work at this level. The evidence indicates that not only salary considerations but problems of discipline, onerous extra-curricular duties and lack of institutional support for teaching activities (*e.g.*, large classes, inadequate teaching materials) are closely linked to dissatisfaction.

Approaches to Job Dissatisfaction: Focus on Role

The question now becomes: What can be done about all this? The evidence suggests that administrators who are concerned about teacher recruitment and teacher turnover at the junior high level have several approaches open to them.

When social science perspectives are brought to bear on the issue, it may be said that a certain amount of teacher turnover appears to be distinctively functional in junior high education in contemporary American society. In this society, as in societies throughout the world, key extra-familial roles are not uncommonly patterned after family roles. Thus, the role of the elementary school teacher in American society is patterned in significant respects after the ideal or model role of the mother, while the role of the senior high school teacher more closely parallels that of the father. However, junior high pupils, as emerging adolescents responsive to social codes and norms characterized by a high degree of rejection of and resistance to parental models, are not as a group predisposed to be especially tractable or receptive toward teachers who approach them in terms of such models.

A more appropriate cultural model for the junior high school teacher may, as the interview materials suggest, be that of older brother or older sister, a "confidant" figure relatively close in years and/or interests to the pupil peer group. Considered from this standpoint, teacher turnover, by ensuring a flow of comparatively young and fresh teachers into the system, would not in itself be handicapping to the pupil, but would in fact be uniquely adapted to the social and cultural needs of early adolescents. In these terms, the cultural prototype of the junior high school would be a "society without elders," where teachers either come and go while relatively young or, if they persist as successful and well-adjusted members, they do so by remaining comparatively youthful in spirit, outlook and interests. In this context those who do neither are misplaced. From the point of view of the administrator, it may be far more difficult to find permanent teachers who are young in heart than a succession of temporary teachers who are young in years.

All this may be scant consolation to administrators who are under pressure to provide a more lasting solution to recruitment problems. And it is certainly true that over and against the functional aspects of teacher turnover must be weighed the negative effects of frequent hiring-rehiring in such areas as institutional stability and staff morale.

There are persuasive indications that many efforts to solve problems of staff turnover in various vocations fail essentially because they do not focus sufficiently on the role itself. Unless the character of the role is altered in a way meaningful to the occupant, increases in fringe benefits and even salary may do little except to attract the wrong kind of person to the job and dissuade "dead wood" incumbents from leaving. The real issue in staff turnover is not "to get people to stay". One can always get some people to stay by offering some kinds of inducements. The basic issue is to get and keep the kind of person best suited to an institutionally specified, institutionally valued, and institutionally supported role. Studies of social organization and social process have stressed the importance of role definition to role performance. It has been shown in many fields that a symptomatic approach to a problem may leave its source untouched, so that an apparent or temporary alleviation will inevitably be followed by a recurrence of symptoms. Weak roles will ultimately be filled by weak persons, at whatever price.

To be effective in the long run, administrative efforts must accordingly be directed toward a bolstering of the role within the various institutional settings. Judging from the interviews and from the literature, it is an exceptional administrator who—as far as his staff knows—ever seriously and systematically assesses just what the role of junior high teacher actually entails in his system, and incorporates that assessment into an explicit policy of strengthening and supporting the role. Illustrative of the kind of attitude that can develop where administrative clarification and reinforcement of staff roles are lacking is the comment by one teacher that, "I have the feeling that he (the principal) doesn't know what I do, and doesn't really want to know. When I came here the other teachers told me that all that counted was keeping the kids from acting up and staying out of trouble, and he hasn't given me any reason to believe anything else." And again: "What's expected of us? Not to rock the boat, that's what it boils down to. All his fancy speeches aside, the boss doesn't respect what we do. He doesn't expect much, and he doesn't get much."

The administrator who familiarizes himself with the nature of the role of junior high school teacher in the society at large will be better equipped to bolster the role in a given institutional setting. He will better understand the potential conflicts and ambiguities which, in the absence of administrative clarification and support, tend to be disruptive and frustrating to the junior high teacher. By anticipating them and setting down guidelines which teachers can follow and he himself will respect, he can do much to obviate dissatisfaction. Of course, a teacher who is well satisfied with his role in a particular institution may nevertheless leave junior high teaching because, in terms of broader professional and public evaluations, it is still accorded a relatively low status. Yet there can be no doubt that he is less likely to leave than he would be if specific institutional support had not been forthcoming. Moreover, local administrative decisions and policies contribute to the shaping of social and cultural patterns in the larger society. Ultimately there can be no upgrading of the status and buttressing of the role of junior high teachers in this society unless individual administrators are willing to act. The school administrator who follows cultural trends without trying to shape them is not taking full advantage of his own role.

That many teachers of junior high grades do not teach in junior high schools adds to the equivocality of the role. As an eighth grade teacher in a K-8 system pointed out, "I teach in an elementary school, so some think I'm an elementary teacher. But I teach a junior high grade, so some think I'm a junior high teacher. But no one knows for certain just what I am, and to tell the truth, neither do I." Similarly, it was observed that the ninth grade teacher in a 9-12 system may be identified as a high school teacher or as a junior high teacher without any general assurance that he is either, or both. This again is a problem the teacher cannot really solve without institutional clarification and support.

Special certification for junior high teachers has sometimes been urged as a way of demarcating and reinforcing the status. On the basis of this study, it would appear that the effectiveness of such a measure would depend essentially on what went with it. In and of itself, it could be no more than a hollow formality; or, to the extent that it set apart the junior high teaching status, it could set it apart as a comparatively low and undesirable status just as well as a comparatively high and desirable status, according to factors wholly outside the province of certification.

It is instructive for the administrator to consider the role of the junior high teacher not only in a specific institutional context and in the larger societal context, but also in a cross-cultural frame of reference. In many societies of the world—notably the so-called primitive societies studied by anthropologists as natural laboratories of human experience through which comparable kinds of problems are met in diverse ways—formal education in the sense of rite de passage training tends to be concentrated in the period of early adolescence, and to mark the passage from childhood to maturity. In Western society generally and our own society in particular, the significance of this period has been blurred, as the ascription of adult status has been progressively deferred and formal education prolonged and diversified. While a great deal is heard about the transitional character of junior high education, from a cross-cultural standpoint one might well ask, "Transition to what?" While certain elements of a change from childhood to young adult status are found--like cultural survivals, as it were--in junior high education, what it essentially represents is a transition between two educational structures which are neither uniform nor stable, a transition whose starting and end points are culturally neither precise nor especially meaningful. In short, while in a cross-cultural context the period of early adolescent education is tremendously important, its forms and functions in our own society have a synthetic and diffuse quality which emphasizes the need for administrative guidelines and support.

Approaches to Job Dissatisfaction: Focus on Teacher Characteristics

While the effectiveness of administrative efforts to solve problems of teacher turnover depends largely on their attention to the role of the junior high teacher, there are various other pertinent considerations. When the focus is on teacher characteristics the administrator may, as an approach complementary to that of suiting the role to the teacher, move to suit the teacher to the role. That is, in his recruiting policy he could regard as warning signals those teacher characteristics which tend to be associated with dissatisfaction. Thus, prospective recruits would be considered relatively poor retention risks insofar as they exhibited such characteristics as a very strong academic orientation, a marked concern with professional status and prestige, a lack of definite interest in teaching specifically at the junior high level, and previous senior high teaching experience; and prospects could be selected accordingly.

While such a policy might in practice reduce the general turnover--at least pending effective implementation of plans to bolster the role itself--it has certain obvious disadvantages. Apart from the risk of basing a predictive policy on figures which show essentially association and not necessarily cause and effect, the use of findings on group tendencies in selecting individuals may lead one to a wrong decision in any given case. Moreover, such a policy really begs the question of what to do about the role. It is entirely conceivable that the kinds of prospective teachers who presently would be rejected under the policy would turn out to be eminently well suited to the role as crystallized and strengthened by administrative action. Perhaps the most judicious use of the data on teacher characteristics related to dissatisfaction is as a set of clues indicating to the administrator what kinds of teachers he might expect by and large to retain or lose, depending on the present and planned dimensions of the junior high teaching role in his school system.

Approaches to Job Dissatisfaction: Focus on Institutional Factors

When the focus turns to the institutional setting of junior high teaching, the evidence linking certain types of systems to certain aspects of dissatisfaction would appear to be of more indirect than direct usefulness to administrators. Thus, administrators in districts which are becoming urbanized can anticipate that problems of discipline will loom larger as a source of potential dissatisfaction for their teachers, and especially for eighth grade teachers. This does not mean that such a situation will invariably develop if nothing is done about it, but knowledge of the general pattern can be helpful in guiding attention and action to prospective trouble spots before the difficulties that tend to be encountered there actually do arise and become acute.

Similarly, where a grade reorganization is contemplated, the administrator can anticipate certain kinds of problems as associated most closely with certain types of organization; for example, he can expect to have special problems in stimulating positive interest in junior high level teaching among ninth grade teachers in a 9-12 system. Over the years, with changes in the character of the environment and organizational modifications, he can expect to find shifts in the types of problems he will be called on to meet. Long-range staffing plans for the junior high grades in a rural K-12 system twenty miles from a city may, for instance, be responsive to expectations of an eventual emergence of a suburban 7-9 system, with a greater potential holding power, but with heightened problems of satisfying the staff in such areas as intellectual stimulation and supervisory assistance.

Of course, in a mobile, complex society, there can be no final determination of a state beyond which further adjustments will not be needed. Debates over which type of organization is best for the junior high grades often imply that this is a question that can be solved once and for all. From a social science standpoint, the most relevant issue for the administrator is not "Which is best?" but rather "What are the problems and consequences to be expected in connection with each?" This study provides some leads—and it is to be hoped that other studies will provide others—which, if used with discretion by the administrator, can better prepare him to meet that issue.

Approaches to Job Dissatisfaction: Focus on Working Conditions

Still another focus is provided by the specific conditions of work. It is strongly suggested that in dealing with those conditions most closely identified with teacher dissatisfaction (*e.g.*, low salaries, onerous extra-curricular duties, relatively large and/or difficult-to-control classes, inadequate teaching materials), the administrator treat them not separately or as isolates, but as part of the overall process of strengthening and reinforcing the role of the junior high teacher. Decisions bearing on such conditions can have a vital impact on the shaping of the role. What the teacher is expected to do (*e.g.*, academic in relation to nonacademic duties), in what kinds of classes with what kinds of pupils, using what kinds of materials, and for what kind of recompense—these are all correlates of role determination. To the extent that provisions adopted are directed toward elevating the role itself, their efficacy can be enhanced. Thus, the value of a salary increase for teachers can be expected to vary considerably according to the manner in which it is given. As we have seen, it is not solely the objective features of a job that influence reactions to it, but how those features are perceived and assessed by the incumbent. With regard to teacher satisfaction, there is every indication that it makes a great deal of difference whether a salary increase is construed as a concession reluctantly or patronizingly given in order to pacify subordinates, or as part of a positive and genuine administrative effort to secure for a profession of recognized worth the standing and respect it deserves.

APPENDIX

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Albany 1

Lorne H. Woollatt
Associate Commissioner for
Research and Special Studies

Division of Research
Edmund H. Crane, Director

October 10, 1961

To Superintendents and Supervising Principals:

The State Education Department is engaged in a comprehensive study of junior high schools. In part, this study is concerned with problems of recruiting and maintaining junior high school staff. The Division of Research has been asked to assist in the identification of various factors related to job satisfaction at the junior high school level. We are interested not only in the special difficulties but also the special rewards that tend to be characteristic of junior high school teaching. Our study covers grades 7-9 whether offered in a separate junior high school or K-8, K-12, 7-12, 9-12 schools. There will be no evaluation of particular school systems: our interest is in the Statewide picture.

The enclosed questionnaire was developed from early interview materials to supply part of the needed information. Would you please help by distributing copies of the questionnaire as specified on the attached page. You will note from the instruction sheet that teachers are to return questionnaires directly to the Division of Research by October 30. The schools in our sample were selected on a random basis, and names of districts and respondents are not called for in the questionnaire.

We will greatly appreciate your cooperation in this undertaking, and hope that the results will be helpful to you.

Sincerely,

E. H. Crane

Edmund H. Crane

EHC:JR
Enc.

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Albany 1

Lorne H. Woollatt
Associate Commissioner for
Research and Special Studies

Division of Research
Edmund H. Crane, Director

October 10, 1961

To Teachers of Junior High Grades 7-9:

We are asking your assistance in a State Education Department study of junior high schools. Part of this study concerns special problems of recruitment and maintenance of junior high school staff. The Division of Research has been asked to assist in the identification of various factors related to job satisfaction at the junior high school level. The attached questionnaire was devised to supply part of the needed data. The information collected will be used by all agencies of the Department concerned with the problems of junior high school teaching.

In completing the questionnaire please note that the term "junior high school" is to be interpreted as covering not only the separate junior high school but also junior high grades in K-8, K-12, 7-12 and 9-12 school systems. We ask you to answer all questions in which the term "junior high school" is used in the light of your observations and/or experiences in the junior high grades you teach.

Please answer all questions fully, carefully and frankly. You will observe that in order to keep all answers in strict confidence, neither your name nor the name of your school district appears on the questionnaire. But this precaution makes impossible any future followup. Consequently cooperation on the part of all teachers is essential to the success of this project.

Although the questionnaire contains several pages, we have found in trying it out on various groups that it only takes about fifteen minutes to fill out.

Please return the completed questionnaire directly to the Division of Research in the enclosed envelope, by October 30.

Sincerely,

E. H. Crane

Edmund H. Crane

EHC:JR
Enc.

F-2895

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Division of Research
Albany 1, N.Y.

Questionnaire on Junior High School Teaching

1. What is the grade organization in your school?

______K-8
______7-9 (separate J.H.S.)
______7-12 (six-year combined Jr.-Sr. H.S.)
______9-12
______other (specify)

2. What grade or grades do you teach?

______7
______8
______9

3. In what kind of district do you teach?

______city or city central
______village or village central
______supervisory district, central
______other

4. What subject or subjects do you teach?

______agriculture
______art
______citizenship education
______commerce
______English
______foreign language
______health
______home economics
______industrial arts and shop
______mathematics
______music
______physical education
______science

5. Sex and marital status

Male

______single
______married
______divorced, widowed or separated

Female

______single
______married
______divorced, widowed or separated

6. Age

______under 30
______30-40
______41-50
______over 50

7. How many years have you taught at the junior high school level?

______1-2
______3-5
______6-10
______11-15
______more than 15

8. Have you had previous experience in teaching at the elementary or senior high level?

______yes, elementary only
______yes, senior high only
______yes, elementary and senior high
______no

9. Did you originally become a junior high school teacher because you specifically wanted to teach at that level?

______yes
______no

10. If you were starting your career all over again, would you choose junior high school teaching?

______definitely yes
______probably yes
______uncertain
______probably no
______definitely no

11. What are your ultimate plans?

______plan to remain in junior high school teaching until retirement
______plan to continue teaching, but preferably at another level
______plan to go into administration
______plan to take a job not connected with education
______plan to devote full time to homemaking
______other (specify)

12. Please answer each of the following questions by placing a checkmark in the appropriate space.

	Junior high	Senior high	Same
Do you believe that junior high or senior high school teaching gives the teacher more opportunity to teach what he knows?	______	______	______
Would you say that teachers can ask more homework in junior or senior high school?	______	______	______
In your opinion, do junior high or senior high school teachers have a heavier work load?	______	______	______
Do you think that junior high or senior high school teachers tend to have larger classes?	______	______	______
Would you say there are proportionately more problem children in junior or senior high school?	______	______	______
Do you believe the teacher has more leeway in making professional decisions in junior or senior high school?	______	______	______
In your opinion, is junior high or senior high school teaching more challenging?	______	______	______
Do you feel that the teacher has more opportunity to observe pupil growth and development in junior or senior high school?	______	______	______
Do you think a teacher can devote more time to teaching and less to clerical work in junior or in senior high school?	______	______	______
Would you say that the junior high or the senior high school teacher tends to consider his work more important academically?	______	______	______
In your opinion, do junior high or senior high school teachers have closer contacts with individual pupils?	______	______	______
Do you believe that junior high or senior high school teachers have more responsibility for the overall development of pupils?	______	______	______
In your estimation, is the wear and tear on teachers greater in junior or senior high school?	______	______	______

13. In terms of your academic knowledge and interests alone, how satisfying has junior high school teaching been?

______very satisfying
______satisfying
______so-so
______unsatisfying
______very unsatisfying

14. In the last five years, have you been called on to teach any junior high school subjects which you did not feel qualified to teach?

______yes
______no

15. On the basis of your pre-service training and practice teaching, did you find junior high school teaching more difficult or less difficult than you expected?

______more difficult than expected
______less difficult than expected
______neither more nor less difficult than expected

16. Is there a tendency in junior high school to assign the more difficult classes (in terms of slow learners or discipline problems) to beginning teachers?

______yes
______no

17. Which of the junior high grades do you regard as most difficult to teach?

______7
______8
______9

18. Which of the following statements would you say apply generally to the junior high school pupils you have taught? (Check as many as appropriate)

______They are idealistic.
______They tend to be rebellious and defiant toward authority.
______Their spontaneity and buoyancy are refreshing.
______They are not much interested in subject matter.
______They are difficult to keep motivated.
______They are unstable and changeable.
______They tend to form "crushes" on young teachers of the opposite sex.
______They frequently turn to teachers for help with their personal or social problems.
______Their immaturity requires special guidance, yet they want to be treated as adults.
______They work hard for teachers they like.
______They show little or no recognition or appreciation of the teacher's effort.

19. In your estimation, about what percentage of your pupils come from families in each of the following income brackets?

	Percent of pupils	
	______	family income less tnan $5,000
	______	family income $5,000-$10,000
	______	family income more than $10,000
Total	100%	

20. In your opinion, how serious a problem is discipline at the junior high level?

______particularly acute at this level
______definitely a problem, but not particularly acute
______not a serious problem

21. What has been your own experience with discipline at the junior high level?

______an especially difficult part of my job
______definitely a strain, but not a special source of difficulty
______not a strain

22. Do you feel that beginning junior high school teachers receive the help and support they need from superiors?

______yes
______no
______no opinion

23. In general, do you feel that junior high school teachers receive as much help as they need from guidance personnel in handling pupil adjustment problems?

______yes
______no
______uncertain

24. To what extent, if any, do you feel the following conditions represent sources of stress or strain in your work as a junior high teacher?

	Major source of stress or strain	Moderate source of stress or strain	Not a source of stress or strain	Not applicable
controversy over desirable programs and practices for early adolescence	____	____	____	____
unsettled questions of effective pupil grouping	____	____	____	____
frequent changes in teaching practices and programs	____	____	____	____
teaching materials inadequately geared to special needs of junior high school pupils	____	____	____	____
pressures from parents on teachers to provide social and personal guidance for pupils	____	____	____	____
dual responsibility of teaching for academic achievement and teaching for individual adjustment	____	____	____	____
uncertainty about future organization of junior high school grades	____	____	____	____

25. How would you describe the prestige of junior high school teachers in comparison with that of senior high school teachers in the community?

____prestige of junior high school teachers decidedly lower
____prestige of junior high school teachers somewhat lower
____prestige of junior and senior high school teachers about the same
____prestige of junior high school teachers somewhat higher
____prestige of junior high school teachers decidedly higher

26. If a junior high school teacher were to be reassigned to a senior high position, would the move be considered a promotion by other teachers?

____definitely
____probably
____no opinion
____probably not
____definitely not

27. Do you work after school or during vacation to supplement your income?

_____yes
_____no

28. How would you rate your satisfaction with the following aspects of your work?

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
salary	_____	_____	_____	_____
teaching load	_____	_____	_____	_____
respect and recognition from community	_____	_____	_____	_____
respect and recognition from superiors	_____	_____	_____	_____
relations with pupils	_____	_____	_____	_____
relations with parents	_____	_____	_____	_____
supervisory assistance	_____	_____	_____	_____
intellectual stimulation	_____	_____	_____	_____
teaching materials	_____	_____	_____	_____
class size	_____	_____	_____	_____
extra class duties	_____	_____	_____	_____

29. In comparison with elementary or senior high school men teachers, would you say the opportunities for junior high school men teachers to advance to administrative or supervisory positions are more favorable or less favorable?

_____more favorable
_____less favorable
_____same

30. In comparison with elementary or senior high school women teachers, would you say the opportunities for junior high school women teachers to advance to administrative or supervisory positions are more favorable or less favorable?

_____more favorable
_____less favorable
_____same

31. What type of school organization do you believe is most suitable for the junior high grades?

_____7-12
_____K-8, 9-12
_____separate junior high school (7-9)
_____other

32. How would you rate the following as attributes of a successful junior high school teacher? Double check (xx) the three you consider most essential.

	Essential	Desirable but not essential	Relatively unimportant
competence in exercising discipline	____	____	____
thorough knowledge of subject matter	____	____	____
youthful in age and/or outlook	____	____	____
sympathy in dealing with personal problems of pupils	____	____	____
ability to gain respect of pupils	____	____	____
elementary teaching experience	____	____	____
fairness and impartiality in dealing with pupils	____	____	____
special training for junior high school teaching	____	____	____
responsiveness to interests of emerging adolescents	____	____	____
patience and self-assurance in the face of exasperating or irritating pupil behavior	____	____	____
willingness to accept and try out new ideas	____	____	____
genuine liking for this age group	____	____	____

Table I

Distribution of Responses to Question: "Did you originally become a junior high school teacher because you specifically wanted to teach at that level?" By Sex and Marital Status of Respondent

Original preference for junior high teaching		Sex and marital status						Totals	
		Male			Female			Number	Percent
		Single	Married	Divorced, etc.	Single	Married	Divorced, etc.		
Yes		48	182	2	110	133	18	493	37
No		83	335	5	135	242	33	833	62
No response		1	5	0	6	10	1	23	2
Totals	Number	132	522	7	251	385	52	1 349	100*
	Percent	10	39	0.5	19	29	4	100*	

*Deviations from 100 percent in computed percentage totals are due to rounding off.

Table II

Distribution of Responses to Question: "Did you originally become a junior high school teacher because you specifically wanted to teach at that level?" By Age of Respondent

Original preference for junior high teaching		Age					Totals	
		Under 30	30-40	41-50	Over 50	No response	Number	Percent
Yes		173	117	80	121	2	493	37
No		268	259	153	149	4	833	62
No response		7	7	4	5	0	23	2
Totals	Number	448	383	237	275	6	1 349	100*
	Percent	33	28	18	20	0.4	100*	

*Deviations from 100 percent in computed percentage totals are due to rounding off.

Table III

Distribution of Responses to Question: "Did you originally become a junior high school teacher because you specifically wanted to teach at that level?" By Grade Organization of School in Which Respondent Teaches

Original preference for junior high teaching		Grade organization					Totals	
		K-8	7-9	7-12	9-12	K-12	Number	Percent
Yes		27	353	76	17	20	493	37
No		44	494	177	57	61	833	62
No response		0	9	3	5	6	23	2
Totals	Number	71	856	256	79	87	1 349	100*
	Percent	5	63	19	6	6	100*	

*Deviations from 100 percent in computed percentage totals are due to rounding off.

Table IV

Distribution of Responses to Question: "Did you originally become a junior high school teacher because you specifically wanted to teach at that level?" By Kind of District in Which Respondent Teaches

Original preference for junior high teaching		Kind of district						Totals	
		City or city central	Village or village central	Supervisory district	City	Suburban	Rural	Number	Percent
Yes		276	70	147	276	171	46	493	37
No		426	120	287	426	314	93	833	62
No response		12	3	8	12	6	5	23	2
Totals	Number	714	193	442	714	491	144	1 349	100*
	Percent	53	14	33	53	36	11	100	

*Deviation from 100 percent in computed percentage total is due to rounding off.

Table V

Distribution of Responses to Question: "Did you originally become a junior high school teacher because you specifically wanted to teach at that level?" By Number of Years of Junior High Teaching by Respondent

Original preference for junior high teaching		Years of junior high teaching						Totals	
		1-2	3-5	6-10	11-15	More than 15	No response	Number	Percent
Yes		98	146	85	43	119	2	493	37
No		194	228	171	80	156	4	833	62
No response		8	3	3	2	3	4	23	2
Totals	Number	300	377	259	125	278	10	1 349	100*
	Percent	22	28	19	9	21	1	100	

*Deviation from 100 percent in computed percentage total is due to rounding off.

Table VI

Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Sex and Marital Status of Respondent

Would choose junior high teaching		Sex and marital status						Totals	
		Male			Female				
		Single	Married	Divorced etc.	Single	Married	Divorced etc.	Number	Percent
Definitely yes		25	117	2	71	96	15	326	24
Probably yes		49	155	2	69	100	14	389	29
Uncertain		24	89	0	44	61	3	221	16
Probably no		23	103	1	38	80	11	256	19
Definitely no		8	57	2	26	44	7	144	11
No response		3	1	0	3	4	2	13	1
Totals	Number	132	522	7	251	385	52	1349	100
	Percent	10	39	0.5	19	29	4	100*	

*Deviation from 100 percent in computed percentage total is due to rounding off.

Table VII

Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Age of Respondent

Would choose junior high teaching		Age					Totals	
		Under 30	30-40	41-50	Over 50	No response	Number	Percent
Definitely yes		110	91	50	74	1	326	24
Probably yes		138	120	75	56	0	389	29
Uncertain		81	71	34	34	1	221	16
Probably no		87	64	46	58	1	256	19
Definitely no		27	34	29	51	3	144	11
No response		5	3	3	2	0	13	1
Totals	Number	448	383	237	275	6	1 349	100
	Percent	33	28	18	20	0.4	100*	

*Deviation from 100 percent in computed percentage total is due to rounding off.

Table VIII

Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Grade Organization of School in Which Respondent Teaches

Would choose junior high teaching		Grade organization					Totals	
		K-8	7-9	7-12	9-12	K-12	Number	Percent
Definitely yes		23	224	58	11	10	326	24
Probably yes		20	254	76	15	24	389	29
Uncertain		12	132	49	13	15	221	16
Probably no		11	158	48	20	19	256	19
Definitely no		5	84	21	16	18	144	11
No response		0	4	4	4	1	13	1
Totals	Number	71	856	256	79	87	1 349	100
	Percent	5	63	19	6	6	100*	

*Deviation from 100 percent in computed percentage total is due to rounding off.

Table IX

Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Kind of District in Which Respondent Teaches

Would choose junior high teaching		Kind of district						Totals	
		City or city central	Village or village central	Supervisory district	City	Suburban	Rural	Number	Percent
Definitely yes		171	36	119	171	127	28	326	24
Probably yes		203	68	118	203	146	40	389	29
Uncertain		105	39	77	105	89	27	221	16
Probably no		133	39	84	133	93	30	256	19
Definitely no		95	9	40	95	30	19	144	11
No response		7	2	4	7	6	0	13	1
Totals	Number	714	193	442	714	491	144	1 349	100
	Percent	53	14	33	53	36	11	100	

Table X

Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Number of Years of Junior High Teaching by Respondent

Would choose junior high teaching		Years of junior high teaching						Totals	
		1-2	3-5	6-10	11-15	More than 15	No response	Number	Percent
Definitely yes		62	95	56	34	78	1	326	24
Probably yes		93	112	84	35	62	3	389	29
Uncertain		63	55	45	25	33	0	221	16
Probably no		54	88	46	19	47	2	256	19
Definitely no		27	23	27	9	57	1	144	11
No response		1	4	1	3	1	3	13	1
Totals	Number	300	377	259	125	278	10	1 349	100
	Percent	22	28	19	9	21	1	100	

Table XI

Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Subject Taught by Respondent

Would choose junior high teaching		Subject taught																	Totals	
		Agriculture	Art	Citizenship Education	Commerce	English	Foreign Language	Health	Home Economics	Industrial Arts and Shop	Math	Music	Physical Education	Science	Guidance Counseling	Other	More than one	No response	Number	Percent
Definitely yes		0	12	46	1	50	12	3	28	17	41	12	18	30	1	2	52	1	326	24
Probably yes		0	17	53	6	57	22	2	27	22	44	15	19	45	4	3	48	5	389	29
Uncertain		0	7	36	4	29	10	0	12	12	35	16	11	21	2	1	24	1	221	16
Probably no		1	16	26	5	53	11	0	8	11	39	16	8	32	0	1	27	2	256	19
Definitely no		1	8	14	1	28	14	0	4	6	20	4	2	15	1	1	22	3	144	11
No response		0	1	1	1	2	0	0	1	0	2	1	1	1	0	0	1	1	13	1
Totals	**Number**	2	61	176	18	219	69	5	80	68	181	64	59	144	8	8	174	13	1 349	100
	Percent	0.1	5	13	1	16	5	0.4	6	5	13	5	4	11	0.6	0.6	13	1	100*	

*Deviation from 100 percent in computed percentage total is due to rounding off.

Table XII

Distribution of Responses to Question: "If you were starting your career all over again, would you choose junior high school teaching?" By Grade Level Taught by Respondent

Would choose junior high teaching		Grade taught								Totals	
		7 only	8 only	9 only	7 and 8	7 and 9	8 and 9	7, 8, 9	No response	Number	Percent
Definitely yes		36	22	45	87	14	35	85	2	326	24
Probably yes		28	31	74	78	22	53	97	6	389	29
Uncertain		27	12	40	50	10	25	56	1	221	16
Probably no		13	9	76	49	13	31	62	3	256	19
Definitely no		3	12	43	19	11	17	37	2	144	11
No response		0	2	6	2	0	0	2	1	13	1
Totals	Number	107	88	284	285	70	161	339	15	1 349	100
	Percent	8	7	21	21	5	12	25	1	100	

Table XIII

Distribution of Responses to Question: "What are your ultimate plans?" By Sex and Marital Status of Respondent

Ultimate plans		Sex and marital status						Totals	
		Male			Female				
		Single	Married	Divorced etc.	Single	Married	Divorced etc.	Number	Percent
Remain in junior high teaching		44	208	4	117	224	36	633	47
Teach at another level		52	138	1	56	63	9	319	24
Go into administration		21	116	2	12	13	0	164	12
Take job not in education		4	18	0	4	4	0	30	2
Devote full time to homemaking		2	0	0	28	43	1	74	5
Other		6	35	0	30	31	4	106	8
No response		3	7	0	4	7	2	23	2
Totals	Number	132	522	7	251	385	52	1 349	100
	Percent	10	39	0.5	19	29	4	100*	

*Deviation from 100 percent in computed percentage total is due to rounding off.

Table XIV

Distribution of Responses to Question: "What are your ultimate plans?" By Age of Respondent

Ultimate plans		Age					Totals	
		Under 30	30-40	41-50	Over 50	No response	Number	Percent
Remain in junior high teaching		105	147	152	223	6	633	47
Teach at another level		142	109	41	27	0	319	24
Go into administration		63	77	19	5	0	164	12
Take job not in education		19	8	1	2	0	30	2
Devote full time to homemaking		64	6	1	3	0	74	5
Other		49	28	18	11	0	106	8
No response		6	8	5	4	0	23	2
Totals	Number	448	383	237	275	6	1 349	100
	Percent	33	28	18	20	0.4	100*	

*Deviation from 100 percent in computed percentage total is due to rounding off.

Table XV

Distribution of Responses to Question: "What are your ultimate plans?" By Number of Years of Junior High Teaching by Respondent

Ultimate plans		Years of junior high teaching						Totals	
		1-2	3-5	6-10	11-15	More than 15	No response	Number	Percent
Remain in junior high teaching		73	126	123	78	230	3	633	47
Teach at another level		101	122	54	17	23	2	319	24
Go into administration		37	59	47	13	8	0	164	12
Take job not in education		12	11	3	2	2	0	30	2
Devote full time to homemaking		40	22	9	1	2	0	74	5
Other		33	33	18	10	11	1	106	8
No response		4	4	5	4	2	4	23	2
Totals	Number	300	377	259	125	278	10	1 349	100
	Percent	22	28	19	9	21	1	100	

Table XVI

Distribution of Responses to Question: "What are your ultimate plans?" By Grade Organization of School in Which Respondent Teaches

Ultimate plans		Grade organization					Totals	
		K-8	7-9	7-12	9-12	K-12	Number	Percent
Remain in junior high teaching		33	446	98	23	33	633	47
Teach at another level		17	165	74	35	28	319	24
Go into administration		12	107	26	9	10	164	12
Take job not in education		0	20	6	2	2	30	2
Devote full time to homemaking		2	46	22	2	2	74	5
Other		7	58	24	7	10	106	8
No response		0	14	6	1	2	23	2
Totals	Number	71	856	256	79	87	1 349	100
	Percent	5	63	19	6	6	100*	

*Deviation from 100 percent in computed percentage total is due to rounding off.

Table XVII

Percentage Distribution of Responses to Selected Questions on Junior High Teaching in Comparison with Senior High Teaching. By Grade Organization

Questions	Responses	Grade organization of respondent				
		K-8	7-9	7-12	9-12	K-12
Do you believe that junior high or senior high school teaching gives the teacher more opportunity to teach what he knows?	Junior high	16%*	9%	9%	8%	15%
	Senior high	48	60	59	64	55
In your opinion, do junior high or senior high school teachers have a heavier work load?	Junior high	46	45	35	8	31
	Senior high	13	11	17	55	22
Do you think that junior high or senior high school teachers tend to have larger classes?	Junior high	62	59	73	33	91
	Senior high	16	8	2	14	1
Do you believe the teacher has more leeway in making professional decisions in junior or senior high school?	Junior high	28	16	17	7	15
	Senior high	35	38	32	41	28
In your opinion, is junior high or senior high school teaching more challenging?	Junior high	50	46	33	10	31
	Senior high	21	24	34	57	36
Do you feel that the teacher has more opportunity to observe pupil growth and development in junior or senior high school?	Junior high	80	71	58	36	67
	Senior high	9	10	17	36	15
Do you think a teacher can devote more time to teaching and less to clerical work in junior or senior high school?	Junior high	13	5	6	22	9
	Senior high	39	42	23	16	35
Would you say that the junior high or the senior high school teacher tends to consider his work more important academically?	Junior high	9	4	3	4	3
	Senior high	50	61	59	64	58
In your opinion, do junior high or senior high school teachers have closer contacts with individual pupils?	Junior high	72	55	35	25	38
	Senior high	7	14	27	26	33
Do you believe that junior high or senior high school teachers have more responsibility for the overall development of pupils?	Junior high	57	60	42	34	53
	Senior high	4	3	7	14	11
In your estimation, is the wear and tear on teachers greater in junior or senior high school?	Junior high	61	76	62	44	70
	Senior high	7	3	6	21	6

*Percentages are based on all responses (excluding the "no response" category) to a question by teachers in a given classification. Thus, 16 percent of all responding teachers in K-8 systems answered "junior high" to the first question. For purposes of simplification, percentages of "same" responses are not given, but in each case are readily ascertained by subtracting the combined "junior high" and "senior high" percentage from 100. Thus, on the first question, the percentage of "same" responses from teachers in K-8 systems is 100 - (16 + 48) = 36 percent.

Table XVIII

Percentage Distribution of Responses to Selected Questions on Junior High Teaching in Comparison with Senior High Teaching. By Age and Number of Years of Junior High Teaching

Questions	Responses	Age				Years of junior high teaching				
		Under 30	30-40	41-50	Over 50	1-2	3-5	6-10	11-15	More than 15
Do you believe that junior high or senior high school teaching gives the teacher more opportunity to teach what he knows?	Junior high	8%*	12%	10%	11%	8%	7%	10%	14%	13%
	Senior high	70	60	52	47	69	67	54	48	47
Would you say that teachers can ask more homework in junior or senior high school?	Junior high	5	3	4	3	5	3	2	5	4
	Senior high	74	79	84	81	74	76	79	79	86
In your opinion, do junior high or senior high school teachers have a heavier work load?	Junior high	33	39	46	46	30	39	43	36	50
	Senior high	14	16	15	17	18	13	13	19	17
Do you think that junior high or senior high school teachers tend to have larger classes?	Junior high	53	67	66	70	56	58	67	66	70
	Senior high	10	6	7	4	10	8	5	5	6
Would you say there are proportionately more problem children in junior or senior high school?	Junior high	66	75	74	82	63	77	73	75	81
	Senior high	10	8	5	5	14	6	5	9	3
In your opinion, do junior high or senior high school teachers have closer contacts with individual pupils?	Junior high	42	46	55	60	41	47	50	55	58
	Senior high	22	20	13	13	22	19	15	21	14
In your estimation, is the wear and tear on teachers greater in junior or senior high school?	Junior high	65	71	72	77	62	69	72	66	82
	Senior high	4	4	5	6	6	3	4	4	4

*Percentages are based on all responses (excluding the "no response" category) to a question by teachers in a given classification. Thus, 8 percent of all responding teachers under 30 years of age answered "junior high" to the first question. For purposes of simplification, percentages of "same" responses are not given, but in each case are readily ascertained by subtracting the combined "junior high" and "senior high" percentage from 100. Thus, on the first question, the percentage of "same" reponses from teachers under 30 years of age is 100 - (8 + 70) = 22 percent.

Table XIX

Percentage Distribution of Responses to Selected Questions on Junior High Teaching in Comparison with Senior High Teaching. By Previous Teaching Experience at Other Levels

Questions	Responses	Previous teaching experience at elementary or senior high level			
		Elem. only	Sr. high only	Both	Neither
Do you believe that junior high or senior high school teaching gives the teacher more opportunity to teach what he knows?	Junior high	9%*	10%	11%	9%
	Senior high	42	63	54	66
In your opinion, do junior high or senior high school teachers have a heavier work load?	Junior high	59	37	38	36
	Senior high	6	19	21	13
Do you think that junior high or senior high school teachers tend to have larger classes?	Junior high	69	59	70	59
	Senior high	4	8	8	8
Would you say there are proportionately more problem children in junior or senior high school?	Junior high	83	71	75	71
	Senior high	4	9	7	8
In your opinion, is junior high or senior high school teaching more challenging?	Junior high	51	33	42	42
	Senior high	15	37	26	29
Do you feel that the teacher has more opportunity to observe pupil growth and development in junior or senior high school?	Junior high	68	65	65	68
	Senior high	8	17	14	12
Would you say that the junior high or the senior high school teacher tends to consider his work more important academically?	Junior high	9	2	3	3
	Senior high	54	66	62	57
In your opinion, do junior high or senior high school teachers have closer contacts with individual pupils?	Junior high	60	46	46	48
	Senior high	9	20	23	18
In your estimation, is the wear and tear on teachers greater in junior or senior high school?	Junior high	84	66	69	69
	Senior high	0	6	8	4

*Percentages are based on all responses (excluding the "no response" category) to a question by teachers in a given classification. Thus, 9 percent of all responding teachers with previous elementary teaching experience only answered "junior high" to the first question. For purposes of simplification, percentages of "same" responses are not given, but in each case are readily ascertained by subtracting the combined "junior high" and "senior high" percentage from 100. Thus, on the first question, the percentage of "same" responses from teachers with elementary experience only is 100 - (9 + 42) = 49 percent.

Table XX

Pupil Characteristics Noted by Teachers, by Sex and Marital Status of Teachers. Percentage Distribution

Pupil characteristics	Percentage of teachers noting characteristic, of sex and marital status specified*					
	Men	Women	Single		Married	
			Men	Women	Men	Women
They are idealistic	25%	21%	32%	22%	23%	21%
They tend to be rebellious and defiant toward authority.	30	35	28	31	31	36
Their spontaneity and buoyancy are refreshing.	56	64	53	67	57	61
They are not much interested in subject matter.	58	56	61	59	57	54
They are difficult to keep motivated.	39	35	48	33	37	36
They are unstable and changeable.	48	50	49	54	48	51
They tend to form "crushes" on young teachers of the opposite sex.	34	33	36	33	34	32
They frequently turn to teachers for help with their personal or social problems.	25	40	27	37	24	39
Their immaturity requires special guidance, yet they want to be treated as adults.	76	86	73	83	77	87
They work hard for teachers they like.	69	67	67	65	69	69
They show little or no recognition or appreciation of the teacher's effort	23	23	23	20	24	25

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* The "divorced, widowed or separated" category is not shown separately, but is included in the totals for men and women.

Table XXI

Percentage Distribution of Responses to Question, "Which of the junior high grades do you regard as most difficult to teach?" By Grade Taught by Respondent

Grade considered most difficult to teach	Grade taught by respondent			
	7	8	9	7-8-9
7	25%	36%	26%	24%
8	56	53	49	52
9	19	11	25	24

Table XXII

Percentage Distribution of Responses to Question: "Which of the junior high grades do you regard as most difficult to teach?" By Sex and Marital Status of Respondent

Grade considered most difficult to teach	Sex and marital status of respondent*					
	Men	Women	Single		Married	
			Men	Women	Men	Women
7	32%	25%	36%	26%	32%	23%
8	44	56	42	55	44	58
9	24	19	22	19	24	19

*The "divorced, widowed or separated" category is not shown separately, but is included in totals for men and women.

Table XXIII

Percentage Distribution of Responses to Question: "Which of the junior high grades do you regard as most difficult to teach?" By Age of Respondent

Grade considered most difficult to teach	Age of respondent			
	Under 30	31-40	41-50	Over 50
7	35%	30%	20%	23.5%
8	44	46	55	61.5
9	21	24	25	15

Table XXIV

Percentage Distribution of Responses to Question: "Which of the junior high grades do you regard as most difficult to teach?" By Kind of District

Grade considered most difficult to teach	Kind of district in which respondent teaches		
	City	Suburban	Rural
7	27%	23%	53%
8	55	49	29
9	18	28	18

Table XXV

Percentage Distribution of Responses to Question: "Which of the junior high grades do you regard as most difficult to teach?" By Type of Grade Organization

Grade considered most difficult to teach	Grade organization of school system in which respondent teaches				
	K-8	7-9	7-12	9-12	K-12
7	55.5%	22%	35%	27%	57%
8	36.5	57	40	35	26
9	8	21	25	38	17

Table XXVI

Percentage Distribution of Responses to Question: "In your opinion, how serious a problem is discipline at the junior high level?" By Sex and Marital Status of Respondent

How serious a problem is discipline?	Sex and marital status of respondent*					
	Men	Women	Single		Married	
			Men	Women	Men	Women
Particularly acute at this level	22%	29%	23%	27%	22%	32%
Definitely a problem, but not particularly acute	54	51	53	53	54	48
Not a serious problem	24	20	24	20	24	20

*The "divorced, widowed, or separated" category is not shown separately, but is included in the totals for men and women.

Table XXVII

Percentage Distribution of Responses to Question: "What has been your own experience with discipline at the junior high level?" By Sex and Marital Status, and Age of Respondent

Characteristics of respondents			Experience with discipline		
			An especially difficult part of my job	Definitely a strain, but not a special source of difficulty	Not a strain
Sex and marital status*	Men		10%	52%	38%
	Women		10	56	34
	Single	Men	16	49	35
		Women	8	58	34
	Married	Men	9	52	39
		Women	11	55	34
Age	Under 30		11%	51%	38%
	30-40		9	52	39
	41-50		7	62	31
	Over 50		12	53	35

*The "divorced, widowed or separated" category is not shown separately, but is included in the totals for men and women.

Table XXVIII

Percentage Distribution of Responses to Question: "What has been your own experience with discipline at the junior high level?" By Grade Organization, Grade Taught, and Kind of District

Teaching conditions of respondents		Experience with discipline		
		An especially difficult part of my job	Definitely a strain, but not a special source of difficulty	Not a strain
Grade organization	K-8	13%	49%	38%
	7-9	11	57	32
	7-12	8	47	45
	9-12	9	43	48
	K-12	10	48	42
Grade taught	7	8%	52%	40%
	8	9	56	35
	9	9	49	42
Kind of district	City	11%	58%	31%
	Suburban	9	49	42
	Rural	9	51	40

Table XXIX

Distribution of Teacher Responses to Question: "Do you work after school or during vacation to supplement your income?" By Sex and Marital Status of Respondent

Work to supplement income?	Sex and marital status					
	Total		Single		Married	
	Men	Women	Men	Women	Men	Women
Yes						
Number	521	146	83	80	432	54
Percent	80	22	65	33	84	14
No						
Number	127	530	45	166	81	326
Percent	20	78	35	67	16	86

Table XXX

Percentage Distribution of Teacher Responses Indicating Satisfaction or Dissatisfaction with Various Conditions of Work. By Sex and Marital Status of Respondent

Conditions	Responses	Sex and marital status of respondent*					
		Men	Women	Single		Married	
				Men	Women	Men	Women
Salary	Satisfied**	47%	74%	59%	82%	49%	71%
	Dissatisfied***	52	24	41	17	54	27
Teaching load	Satisfied	72	66	73	74	73	62
	Dissatisfied	27	32	26	26	26	35
Respect and recognition from community	Satisfied	74	85	76	86	73	83
	Dissatisfied	24	10	22	10	24	14
Respect and recognition from superiors	Satisfied	80	88	78	85	79	88
	Dissatisfied	18	11	21	14	19	11
Relations with pupils	Satisfied	94	95	91	95	95	94
	Dissatisfied	5	4	8	3	4	5
Relations with parents	Satisfied	90	92	88	94	91	91
	Dissatisfied	9	5	11	3	8	6
Supervisory assistance	Satisfied	68	81	67	77	69	82
	Dissatisfied	29	16	27	20	29	15
Intellectual stimulation	Satisfied	66	69	65	67	66	69
	Dissatisfied	32	27	34	30	32	27
Teaching materials	Satisfied	67	69	72	73	66	67
	Dissatisfied	31	28	28	26	32	30
Class size	Satisfied	61	60	59	66	61	57
	Dissatisfied	38	39	40	33	38	42
Extra-class duties	Satisfied	65	62	62	65	66	61
	Dissatisfied	32	35	37	32	32	35

*The "divorced, widowed or separated" category is not shown separately, but is included in the totals for men and women.

**Includes "satisfied" and "very satisfied" responses.

***Includes "dissatisfied" and "very dissatisfied" responses.

Table XXXI

Percentage Distribution of Teacher Responses Indicating Satisfaction or Dissatisfaction with Various Conditions of Work. By Age of Respondent

Conditions	Responses	Age of respondent			
		Under 30	30-40	41-50	Over 50
Salary	Satisfied*	59%	60%	64%	64%
	Dissatisfied**	40	40	34	33
Teaching load	Satisfied	75	69	64	66
	Dissatisfied	24	30	35	31
Respect and recognition from community	Satisfied	78	77	78	85
	Dissatisfied	19	20	19	12
Respect and recognition from superiors	Satisfied	86	78	82	88
	Dissatisfied	13	21	15	10
Relations with pupils	Satisfied	94	95	96	95
	Dissatisfied	5	4	3	4
Relations with parents	Satisfied	88	90	94	95
	Dissatisfied	9	9	4	2
Supervisory assistance	Satisfied	77	69	79	75
	Dissatisfied	22	29	18	18
Intellectual stimulation	Satisfied	64	66	73	73
	Dissatisfied	34	32	24	22
Teaching materials	Satisfied	67	68	68	68
	Dissatisfied	32	29	29	29
Class size	Satisfied	58	62	56	63
	Dissatisfied	41	37	42	35
Extra-class duties	Satisfied	66	64	59	64
	Dissatisfied	33	35	36	33

*Includes "satisfied" and "very satisfied" responses.

**Includes "dissatisfied" and "very dissatisfied" responses.

Table XXXII

Percentage Distribution of Teacher Ratings of Major and Moderate Sources of Stress or Strain. By Sex, Marital Status, Age, and Junior High Teaching Experience of Respondent

Characteristics of teachers	Percentage of teachers rating item as source of strain													
	Inadequate teaching materials		Dual responsibility		Grouping practices		Changes in teaching practices		Controversy over programs		Uncertainty about future organization		Pressures from parents	
	Major source of strain	Moderate source of strain	Major source of strain	Moderate source of strain	Major source of strain	Moderate source of strain	Major source of strain	Moderate source of strain	Major source of strain	Moderate source of strain	Major source of strain	Moderate source of strain	Major source of strain	Moderate source of strain
Sex														
Male	16%	33%	14%	47%	14%	43%	7%	21%	7%	29%	4%	14%	5%	20%
Female	14	26	20	42	11	39	8	19	7	24	3	9	3	19
Marital status														
Single	13%	30%	16%	44%	9%	42%	7%	19%	7%	27%	3%	14%	3%	21%
Married	15	30	18	45	14	41	8	21	7	26	4	10	5	19
Age														
Under 30	14%	32%	15%	46%	10%	44%	5%	19%	6%	27%	4%	13%	4%	21%
31 - 40	15	29	17	46	16	42	8	20	9	30	5	13	5	20
41 - 50	14	32	22	45	16	41	10	22	6	25	4	8	5	20
Over 50	15	25	19	38	7	36	10	20	7	21	1	10	2	15
Years taught in jr. high														
1 - 2	14%	34%	19%	47%	9%	39%	3%	18%	5%	26%	3%	10%	4%	16%
3 - 5	15	28	16	46	13	47	7	19	7	27	5	12	5	20
6 - 10	15	29	15	45	14	41	11	22	7	29	5	12	4	19
11 - 15	12	30	21	42	14	37	9	21	6	29	3	17	3	23
More than 15	15	28	19	40	12	38	10	22	9	23	2	9	4	20

Table XXXIII

Comparison of Career-Satisfied and Career-Dissatisfied Teachers in Responses to Selected Questionnaire Items

Questionnaire items		Responses of teachers			
		Career-satisfied		Career-dissatisfied	
		Number	Percent	Number	Percent
Did you originally become a junior high teacher because you specifically wanted to teach at that level?	Totals	707	100%	394	100%
Yes		402	57	51	13
No		305	43	343	87
How would you describe the prestige of junior high school teachers in comparison with that of senior high school teachers in the community?	Totals	702	100%	388	100%
Decidedly lower		50	7	76	19.5
Somewhat lower		246	35	162	42
About the same		399	57	148	38
Somewhat higher		5	0.7	1	0.25
Decidedly higher		2	0.3	1	0.25
If a junior high school teacher were to be reassigned to a senior high position, would the move be considered a promotion by other teachers?	Totals	706	100%	394	100%
Definitely		71	10	96	24
Probably		273	39	169	43
No opinion		98	14	31	8
Probably not		212	30	81	21
Definitely not		52	7	17	4
What has been your experience with discipline at the junior high level?	Totals	707	100%	398	100%
An especially difficult part of my job		45	6	73	18.5
Definitely a strain, but not a special source of difficulty		355	50	232	58
Not a strain		307	44	93	23.5

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